



THE UNDERGRADUATE SCHOOLS
1998/99



Wake Forest

BULLETIN OF WAKE FOREST UNIVERSITY

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THE UNDERGRADUATE SCHOOLS



Wake Forest College

and The Wayne Calloway School of Business and Accountancy

ANNOUNCEMENTS FOR 1998/99

This bulletin represents a record of the academic year 1997/98.

THE ACADEMIC CALENDAR

Fall Semester 1998

August 19	Wednesday	Move-in day for new students; residence halls open 8 a.m.-5 p.m.
August 20-25	Thursday-Tuesday	Orientation for new students
August 22	Saturday	Residence halls open for returning students, 8 a.m.-5 p.m.
August 23	Sunday	Residence halls open for returning students, noon-5 p.m.
August 24-25	Monday-Tuesday	Validation/Registration
August 26	Wednesday	Classes begin
September	(date to be announced)	Opening Convocation
September 9	Wednesday	Last day to add courses
September 23	Wednesday	Last day to drop courses
October 9	Friday	Fall holiday
October 14	Wednesday	Mid-term grades due
Nov. 25-29	Wednesday-Sunday	Thanksgiving holiday
November 30	Monday	Classes resume
December 4	Friday	Classes end
December 7-12	Monday-Saturday	Examinations
December 13	Sunday	All residence halls close at 10 a.m.
Dec. 13-Jan. 10	Sunday-Sunday	Winter recess

Spring Semester 1999

January 9	Saturday	Residence halls open at 9 a.m.
January 11-12	Monday-Tuesday	Validation of registration for all students
January 13	Wednesday	Classes begin
January 18	Monday	Martin Luther King Jr. Day—no classes
January 27	Wednesday	Last day to add courses
February 10	Wednesday	Last day to drop courses
February	(date to be announced)	Founders' Day Convocation
March 5	Friday	Midterm grades due
March 6	Saturday	All residence halls close at noon
March 6-14	Saturday-Sunday	Spring recess
March 13	Saturday	Residence halls reopen at 11 a.m.
March 15	Monday	Classes resume
April 2	Friday	Good Friday—no classes
April 30	Friday	Classes end
Apr. 29-May 1	Thursday-Friday	Reading days
May 3-8	Monday-Saturday	Examinations
May 9	Sunday	Residence halls close for non-seniors at 7 p.m.
May 16	Sunday	Baccalaureate
May 17	Monday	Commencement
		Residence halls close for seniors at 7 p.m.

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THE UNIVERSITY

Wake Forest University is characterized by its devotion to liberal learning and professional preparation for men and women, its strong sense of community and fellowship, and its encouragement of free inquiry and expression.

Founded in 1834 by the Baptist State Convention of North Carolina, the school opened its doors on February 3 as Wake Forest Institute, with Samuel Wait as principal. It was located in Wake County, North Carolina, on the plantation of Calvin Jones, near which the village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, it is one of the oldest institutions of higher learning in the state. It was exclusively a college of liberal arts for men until 1894, when the School of Law was established. The School of Medicine, founded in 1902, offered a two-year medical program until 1941. In that year, the school was moved from the town of Wake Forest to Winston-Salem, became associated with the North Carolina Baptist Hospital, and was renamed the Bowman Gray School of Medicine. In 1942, Wake Forest admitted women as regular undergraduate students. In 1997, the medical school was renamed the Wake Forest School of Medicine to reflect its integral association with the University.

A School of Business Administration was established in 1948. In 1969, the undergraduate school was succeeded by the Department of Business and Accountancy and the Department of Economics in Wake Forest College; at the same time the Babcock Graduate School of Management was established. In 1980, the undergraduate program in business and accountancy was reconstituted as the School of Business and Accountancy; in 1995, the name was changed to the Wayne Calloway School of Business and Accountancy.

The Division of Graduate Studies, established in 1961, is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Bowman Gray campuses in Winston-Salem.

In 1946, the trustees of Wake Forest College and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the non-medical divisions of the College to Winston-Salem. The late Charles H. Babcock and his wife, the late Mary Reynolds Babcock, contributed a campus site, and building funds were received from many sources. Between 1952 and 1956, the first fourteen buildings were erected in Georgian style on the new Winston-Salem campus. In 1956, the College moved all operations, leaving the 122-year-old campus in the town of Wake Forest to the Southeastern Baptist Theological Seminary.

In 1967, the College's augmented character was recognized by the change in name to Wake Forest University. Today, enrollment in all schools of the University stands at over 5,000. Governance remains in the hands of the Board of Trustees, and development for each of the six schools of the University is augmented by advisory boards of visitors. A joint board of University trustees and trustees of the North Carolina Baptist Hospital is responsible for the Medical Center, which includes the hospital and the medical school.

Wake Forest's relationship with the Baptist State Convention is an important part of the school's heritage. Wake Forest and the Convention have a fraternal, voluntary relationship under which Wake Forest is autonomous in governance.

Since moving to Winston-Salem, Wake Forest has been home to the Wake Forest Baptist Church, an independent congregation which attracts members from both the University and the community. The congregation meets in Wait Chapel and has office and educational space in Wingate Hall.

The College, Wayne Calloway School of Business and Accountancy, Babcock Graduate School of Management, School of Law, and the Graduate School are located on the Reynolda Campus in northwest Winston-Salem. The Wake Forest School of Medicine is about four miles away, near the city’s downtown, on what is known as the Bowman Gray Campus. The University also offers instruction regularly at Casa Artom in Venice, at Worrell House in London, and in other places around the world.

The College offers courses in more than forty fields of study leading to the baccalaureate degree. The Wayne Calloway School of Business and Accountancy offers courses of study leading to baccalaureate degrees in business, analytical finance or mathematical business (in cooperation with the Department of Mathematics and Computer Science); and a combination baccalaureate and master of science degree in accountancy through the Graduate School of Arts and Sciences of the University. The School of Law offers the juris doctor degree and the Babcock Graduate School of Management, the master of business administration degree. Both schools also offer a joint JD /MBA degree. In addition to the doctor of medicine degree, the Wake Forest School of Medicine offers, through the Graduate School, programs leading to the master of science and doctor of philosophy degrees in biomedical sciences. The Graduate School confers the master of arts, master of arts in education, master of arts in liberal studies, and master of science degrees in the arts and sciences and the doctor of philosophy degree in biology, chemistry, and physics.

Buildings and Grounds

The Reynolda Campus of Wake Forest is situated on approximately 340 acres; its physical facilities consist of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, and Reynolda Gardens, is adjacent to the campus. The Graylyn International Conference Center, an educational conference center, is nearby.

Wait Chapel, named in memory of the first president of the College, seats 2,300. The Wait Chapel tower contains the Janet Jeffrey Carlisle Harris Carillon, an instrument of forty-eight bells. *Wingate Hall*, named in honor of President Washington Manly Wingate, houses the Department of Religion, the offices of the University chaplaincy and the Wake Forest Baptist Church, offices of the Divinity School, and other classrooms and offices.

Reynolda Hall, across the upper plaza from Wait Chapel, houses most of the administrative offices for the Reynolda Campus as well as Information Systems. The *Benson University Center* is the central hub for student activities and events. The *Z. Smith Reynolds Library* and its Edwin Graves Wilson Wing house the main collection of books and documents on the Reynolda Campus. Along with eight floors of open stacks, with a capacity for over 1,000,000 volumes, it has reading and reference rooms for study. *Carswell Hall* houses the departments of Communication, Economics, and Sociology, and a large multi-media lecture area, the Annenburg Forum.

Winston Hall houses biology and psychology; *Salem Hall*, the chemistry department. Both buildings have laboratories as well as classrooms and special research facilities. The *Olin Physical Laboratory* is the facility for the physics department. *Harold W. Tribble Hall* accommodates primarily humanities departments, and has seminar rooms, a philosophy library, and a multimedia lecture area, *DeTamble Auditorium*. The *Museum of Anthropology* houses the anthropology department and the Museum. The Wayne Calloway School of Business and Accountancy and the Department of Mathematics and Computer Science are in *Calloway Hall*.

The *James R. Scales Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theater, musical and dance performances, and instruction in art history, drama, and music. Off its lobby is a large gallery for special exhibitions. In the art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. In the theater wing are design and production areas and two technically complete theaters, the larger of traditional proscenium design and the smaller for experimental ring productions. The music wing contains *Brendle Recital Hall* for concerts and lectures, classrooms, practice rooms for individuals and groups, and the offices of the music department.

The *Worrell Professional Center for Law and Management* houses the School of Law and Babcock Graduate School of Management under one roof.

The *William N. Reynolds Gymnasium* has classrooms for instruction in health and exercise science, courts for indoor sports, a swimming pool, and offices for the departments of Health and Exercise Science and Military Science. Adjacent are tennis courts, sports fields, the *Kentner Stadium*, and the *Athletic Center* for intercollegiate athletics.

The Wake Forest campus has a wide variety of housing options available to students. One residence hall houses only female students: *Bostwick Hall*. *Babcock Hall*, *Collins Hall*, *Davis Hall*, *Efrid Hall*, *Huffman Hall*, *Johnson Hall*, *Kitchin Hall*, *Luter Hall*, *North Hall*, *Palmer Hall*, *Piccolo Hall*, *Polo Hall*, *Poteat Hall*, the *Student Apartments* and *Taylor Hall* are coeducational by floor, wing, or apartment. Substance-free living environments are available in some residence halls. First-year students live in *Babcock*, *Bostwick*, *Collins*, *Johnson*, *Kitchin*, *Palmer*, *Piccolo*, and *Taylor*. Upper class students may choose to live in one of a variety of theme houses including the *Fine Arts House*, *French House*, *German House*, *NIA House*, and *Volunteer Services House*, or others that are currently being developed. Student housing is available in the townhouse apartments and several small houses owned by the University. On the edge of the main campus are apartments for faculty and staff.

Information Systems

Information Systems supports University instruction, research, and administrative needs. The campus computer network offers high-speed connectivity from all residence hall rooms, all offices, and many classrooms. The campus computer network also offers network access through a variety of wireless access points in locations such as the Z. Smith Reynolds Library and the Benson University Center. These access points allow students and faculty with IBM laptop computers to use the computer network without the necessity of physically plugging into a network jack.

All first-year students are issued IBM ThinkPad computers and color printers. These laptop computers contain a standard suite of powerful programs that allow students easier access to research and class materials and offer the ability to interact with faculty, staff, and other students through the campus network. The programs include Microsoft Office, Lotus Notes, electronic mail, and Internet and library browsing and research tools. The ThinkPads have access to a large variety of instructional and classroom resources through the campus network. These resources include the Library CD ROM network, OCLC FirstSearch and computer-based training.

The University has three mainframe computers. A Hewlett-Packard series 3000/959, used by the administration, has 128 million bytes of memory and 20 billion bytes of disk storage. Academic and library computing use two seven-node SP2 Parallel computers. These systems currently offer two billion bytes of memory and 600 billion bytes of storage. These systems are available twenty-four hours a day through dial-in connectivity providers, from workstations in the microcomputer labs and across the campus network.

Wake Forest has access to computing resources outside the University. The University is a member of the Inter-University Consortium for Political and Social Research (ICPSR), located at the University of Michigan. Membership in ICPSR provides faculty and students with access to a large library of data files, including public opinion surveys, cross-cultural data, financial data, and complete census data. The University is a member of both EDUCOM and CAUSE, national consortia of colleges and universities concerned with computing issues.

Wake Forest has a ten megabyte connection to the Internet. Through this connection, Wake Forest has access to CRAY supercomputers located at the MCNS/North Carolina Supercomputing Center in the Research Triangle.

There are general purpose microcomputer labs available for student use. The labs contain Apple Macintosh, Gateway 2000, and IBM desktop computers. The labs are connected to the campus network and have full access to University-supported software and the Internet. Students have access to software such as MS Excel, Microsoft Word, SPSS, Mail, and Netscape directly from any of the labs. All of the labs are available 24 hours a day, and are accessible through a card entry system. Laser printers are located in or near each lab.

The Department of Information Systems provides assistance by telephone, and supports walk-in customers, from 8 a.m. until midnight, Monday through Thursday, 8 a.m. until 5 p.m. on Friday, and 4 p.m. to midnight on Sunday. Information Systems also supports an extensive online information system which includes documentation, computer-based training, class schedules, University-wide activity calendars, and the electronic version of the *Old Gold and Black*.

Telecommunication Services

Telecommunication Services provides telephone and cable television services to the students, faculty, and staff of Wake Forest University. All residence hall rooms are equipped with telephone jacks and cable TV connections. Local dial service for the

campus and Winston-Salem area is provided as part of the housing package. Students who wish to place long distance calls over the University network can apply for services at the telecommunications department located in Room 20, Reynolda Hall.

Cable television, while providing a recreational outlet, plays an important role by providing access to campus information and educational offerings. Cable channel 2 is the Wake Forest University information channel, providing information and a calendar of campus events. WAKE Radio, a student-run station, provides background music for this channel. Channel 17 carries SCOLA, which provides domestic and foreign educational programming.

Libraries

The libraries of Wake Forest University support instruction and research at the undergraduate level and in the disciplines awarding graduate degrees. The libraries of the University hold membership in the Association of College and Research Libraries, and the Association of Southeastern Research Libraries, and rank among the top schools in the Southeast in library expenditures per student.

Facilities in the Z. Smith Reynolds Library include the Information Technology Center with multimedia viewing, editing, and scanning, and a lab for student use. All-night study rooms are available to students with a key-card. Group study rooms are provided for student use. A Professional Center Library, combining the Law Library and the Babcock Management Library, is housed in the Worrell Professional Center, which opened in 1993.

Reynolda Campus libraries share an online catalog which may be consulted at terminals in the buildings, from the campus network or remotely through a modem. The Reference Department of the Z. Smith Reynolds Library provides a complete range of reference services including online searching, tours, first-year student orientation, presentation to individual classes, and assistance with directed and independent studies. Reference tools are available in electronic and print formats. Interlibrary loan service is available for Wake Forest students, faculty, and staff. Books, photocopies, and other materials may be borrowed from other libraries at no charge.

The Wake Forest libraries hold over one million volumes in print, many thousands of subscriptions to periodicals and serials, over one and a half million microforms, more than 150,000 government documents, as well as a growing video collection.

Special collections in the Reynolds Library include the Rare Books Collection and the Ethel Taylor Crittenden Baptist Historical Collection. The Rare Books Collection, greatly enhanced by the donation of rare and fine books of the late Charles H. Babcock, emphasizes American and British authors of the late nineteenth and early twentieth centuries. Among such collections are those of Mark Twain, Gertrude Stein, William Butler Yeats and T.S. Eliot. There is also an extensive Anglo-Irish literature collection. The Baptist Historical Collection contains significant books, periodicals, manuscripts, and church records relating to North Carolina Baptists as well as a collection of the personal papers of prominent ministers, educators and government officials. The Wake Forest College/University Archive also is maintained in this area. The library houses a major collection on The Holocaust, as well.

Recognition and Accreditation

Wake Forest University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia; telephone number [404] 679-4501) to award bachelor's, master's, and doctoral degrees.

The Wake Forest University School of Medicine is a member of the Association of American Medical Colleges and is on the approved list of the Council on Medical Education of the American Medical Association. The School of Law is a member of the Association of American Law Schools and is listed as an approved school by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association and by the Board of Law Examiners and the Council of the North Carolina State Bar. The Babcock Graduate School of Management and the Wayne Calloway School of Business and Accountancy are accredited by the American Assembly of Collegiate Schools of Business. The program in counseling leading to the master of arts in education degree is accredited by the National Council for the Accreditation of Teacher Education.

Wake Forest University is a member of many institutional organizations and associations at the national, regional, and statewide levels, including the following: the American Council on Education, the Association of American Colleges, the National Association of Independent Colleges and Universities, the Council of Graduate Schools in the United States, the Southern Association of Colleges and Schools, the Southern Universities Conference, the Council of Southern Graduate Schools, the North Carolina Association of Colleges and Universities, and the North Carolina Association of Independent Colleges and Universities. In addition, many offices of the University are members of associations which focus on particular aspects of university administration.

Wake Forest has chapters of the principal national social fraternities and sororities, professional fraternities, and honor societies, including Phi Beta Kappa and Sigma Xi. There is an active chapter of the American Association of University Professors on campus.

The Undergraduate Schools

There are two undergraduate schools at Wake Forest University: Wake Forest College and the Wayne Calloway School of Business and Accountancy. The undergraduate schools are governed by the Board of Trustees, the University administration, and by their respective faculties. Responsibility for academic administration is delegated by the president and trustees to the provost, who is the chief academic officer of the University. The deans of the schools report to the provost and are responsible for academic planning and administration for their schools.

Wake Forest University is committed to administer all educational and employment activities without discrimination because of race, color, religion, national origin, age, sex, veteran status, handicapped status or disability as required by law. In

addition, Wake Forest rejects hatred and bigotry in any form and adheres to the principle that no person affiliated with Wake Forest should be judged or harassed on the basis of perceived or actual sexual orientation. In affirming its commitment to this principle, Wake Forest does not limit freedom of religious association or expression, does not presume to control the policies of persons or entities not affiliated with Wake Forest, and does not extend benefits beyond those provided under other policies of Wake Forest.

The University has adopted a procedure for the purpose of resolving discrimination complaints. Inquiries or concerns should be directed to Harold Holmes, dean of student services, at (336) 758-5226; Paul Escott, dean of the college, at (336) 758-5312; or Gloria C. Agard, assistant director of human resources and director of equal employment opportunity, at (336) 758-4814.



WAKE FOREST COLLEGE

Wake Forest College is the undergraduate school of arts and sciences of Wake Forest University. It is the center of the University's academic life; through it, the University carries on the tradition of preparing men and women for personal enrichment, enlightened citizenship, and professional life.

Wake Forest College is a place of meeting. Its teachers and students are of diverse backgrounds and interests, and that diversity is crucial to the distinctive character of the College. Wake Forest continually examines its educational purpose and evaluates its success in fulfilling it. A formal statement of purpose was prepared as part of the school's decennial reaccreditation process and was adopted by the Board of Trustees.

Statement of Purpose

Wake Forest is a university dedicated to the pursuit of excellence in the liberal arts and in graduate and professional education. Its distinctiveness in its pursuit of its mission derives from its private, coeducational, and residential character; its size and location; and its Baptist affiliation. Each of these factors constitutes a significant aspect of the unique character of the institution.

The University is now comprised of six constituent parts: two undergraduate institutions, Wake Forest College and the Wayne Calloway School of Business and Accountancy; the Graduate School; and three professional schools: the School of Law, the Wake Forest University Gray School of Medicine, and the Babcock Graduate School of Management. It seeks to honor the ideals of liberal learning, which entail commitment to transmission of cultural heritages; teaching the modes of learning in the basic disciplines of human knowledge; developing critical appreciation of moral, aesthetic, and religious values; advancing the frontiers of knowledge through in-depth study and research; and applying and using knowledge in the service of humanity.

Wake Forest has been dedicated to the liberal arts for over a century and a half; this means education in the fundamental fields of human knowledge and achievement, as distinguished from education that is technical or narrowly vocational. It seeks to encourage habits of mind that ask "why," that evaluate evidence, that are open to new ideas, that attempt to understand and appreciate the perspectives of others, that accept complexity and grapple with it, that admit error, and that pursue truth. Wake Forest College has by far the largest student body in the University, and its function is central to the University's larger life. The College and the Graduate School are most singularly focused on learning for its own sake; they therefore serve as exemplars of specific academic values in the life of the University.

Beginning as early as 1894, Wake Forest accepted an obligation to provide professional training in a number of fields, as a complement to its primary mission of liberal arts education. This responsibility is fulfilled in the conviction that the humane values embodied in the liberal arts are also centrally relevant to the professions. Professional education at Wake Forest is characterized by a commitment to ethical and other professional ideals that transcend technical skills. Like the Graduate School, the professional schools are dedicated to the advancement of learning in their fields. In addition, they are specifically committed to the application of knowledge to solving concrete problems of

human beings. They are strengthened by values and goals which they share with the College and Graduate School, and the professional schools enhance the work of these schools and the University as a whole by serving as models of service to humanity.

Wake Forest was founded by private initiative, and ultimate decision-making authority lies in a privately appointed Board of Trustees rather than in a public body. "Funded to a large extent from private sources of support, [Wake Forest] is determined to chart its own course in the pursuit of its goals. As a coeducational institution it seeks to 'educate together' persons of both sexes and from a wide range of backgrounds—racial, ethnic, religious, geographical, socio-economic, and cultural... Its residential features are conducive to learning and to the pursuit of a wide range of co-curricular activities. It has made a conscious choice to remain small in overall size; it takes pride in being able to function as a community rather than a conglomerate. Its location in the Piedmont area of North Carolina engenders an ethos that is distinctively Southern, and more specifically North Carolinian... As it seeks further to broaden its constituency and to receive national recognition, it is also finding ways to maintain the ethos associated with its regional roots."

Wake Forest is proud of its Baptist and Christian heritage. For more than a century and a half, it has provided the University an indispensable basis for its mission and purpose, enabling Wake Forest to educate thousands of ministers and laypeople for enlightened leadership in their churches and communities. Far from being exclusive and parochial, this religious tradition gives the University roots that ensure its lasting identity and branches that provide a supportive environment for a wide variety of faiths. The Baptist insistence on both the separation of church and state and local autonomy has helped to protect the University from interference and domination by outside interests, whether these be commercial, governmental, or ecclesiastical. The Baptist emphasis upon revealed truth enables a strong religious critique of human reason, even as the claims of revelation are put under the scrutiny of reason. The character of intellectual life at Wake Forest encourages open and frank dialogue and provides assurance that the University will be ecumenical and not provincial in scope, and that it must encompass perspectives other than the Christian. Wake Forest thus seeks to maintain and invigorate what is noblest in its religious heritage.

Honor System

The honor and ethics system is an expression of the concern that students act with honor and integrity. Its essence is that each student's word can be trusted implicitly and that any violation of a student's word is an offense against the whole community. The honor and ethics system obligates students neither to give nor receive unauthorized aid on academic work; to have complete respect for the property rights of others; to make no false or deceiving statements regarding academic or ethical matters to another member of the University community; not to interfere with the procedures of the honor system; and to confront any student who has violated the honor system and to remind that student of the responsibilities dictated by the honor system.

The honor and ethics system is maintained and overseen by the Judicial Council of the undergraduate schools (see p. 292). Complete details are available at the Office of the Dean of Student Services.

Student Complaints

Situations may arise in which a student believes that he or she has not received fair treatment by a representative of the University or has a complaint about the performance, actions or inaction of the staff or faculty affecting a student. The procedure for bringing these issues to the appropriate person or body is outlined below. Students are encouraged to seek assistance from their advisers or another member of the faculty or staff in evaluating the nature of their complaints or deciding on an appropriate course of action.

A complaint should first be directed as soon as possible to the person or persons whose actions or inactions have given rise to the problem—not later than three months after the event. For complaints in the academic setting, the student should talk personally with the instructor. Should the student and instructor be unable to resolve the conflict, the student may then turn to the chair of the involved department (the dean in the Calloway School) for assistance. The chair (or dean) will meet with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. Finally, a student may appeal to the Committee on Academic Affairs which will study the matter, work with the parties, and reach a final resolution.

Students having complaints outside the academic setting, and who have been unable to resolve the matter with the individual directly involved, should process the complaint in a timely manner through the administrative channels of the appropriate unit. Students uncertain about the proper channels are encouraged to seek advice from faculty advisers, deans' offices, or the office of the dean of student services. Complaints which rise to the level of a grievance (as determined by the earlier steps in the process) may be heard as a final appeal before a committee chaired by the assistant to the president, which will include a representative of the faculty and a member of the student body. The grievance must be filed in writing. Grievances not deemed frivolous by the committee will be heard. The student may be assisted during the hearing by a member of the University community.

The complaint/grievance process outlined above is meant to answer and resolve issues arising between individual students and the University and its various offices from practices and procedures affecting that relationship. In many cases, there are mechanisms already in place for the reporting and resolution of specialized complaints (harassment and discrimination for instance) and these should be fully utilized where appropriate. Violation of student conduct rules or the honor system should be addressed through the judicial process specifically designed for that purpose.

History and Development

Since 1834, Wake Forest College has developed its distinctive pattern of characteristics: tenacity, independence, a fierce defense of free inquiry and expression, and a concern that knowledge be used responsibly and compassionately. That these characteristics have served the school well is displayed by its growth from a small sectarian school to one of the nation's significant small private universities.

A brief history of Wake Forest is useful in understanding the University as it is today and appreciating the process through which it developed.

Chronological History of Wake Forest University

- 1834 Founded in the town of Wake Forest, N.C., as Wake Forest Manual Labor Institute in cooperation with the N.C. Baptist State Convention
- 1838 Named Wake Forest College
- 1894 School of Law established
- 1902 School of Medicine founded
- 1921 First summer session
- 1936 Approval of the School of Law by the American Bar Association
- 1941 Relocation of the School of Medicine to Winston-Salem and eventual change of name to Bowman Gray School of Medicine and association with the North Carolina Baptist Hospital
- 1942 Women admitted as undergraduate students
- 1956 Move to Winston-Salem in response to an endowment from the Z. Smith Reynolds Foundation
- 1961 Graduate studies instituted
- 1967 Becomes Wake Forest University
- 1969 Babcock Graduate School of Management established
- 1976 James R. Scales Fine Arts Center opened
- 1984 Sesquicentennial anniversary
- 1986 Redefined the relationship with the N.C. Baptist State Convention
- 1989 Olin Physical Laboratory opened
- 1990 Clifton L. Benson University Center opened
- 1992 Edwin Graves Wilson Wing of Z. Smith Reynolds Library dedicated
- 1993 Worrell Professional Center for Law and Management opened
- 1994 Centennial anniversary—School of Law
- 1995 Change of name to Wayne Calloway School of Business and Accountancy
- 1997 Change of name to Wake Forest University School of Medicine

Presidents of Wake Forest University

- | | |
|---------------------------------|-------------------------------|
| 1834 Samuel Wait | 1905 William Louis Poteat |
| 1845 William Hooper | 1927 Francis Pendleton Gaines |
| 1849 John Brown White | 1930 Thurman D. Kitchin |
| 1854 Washington Manly Wingate | 1950 Harold Wayland Tribble |
| 1879 Thomas Henderson Pritchard | 1967 James Ralph Scales |
| 1884 Charles Elisha Taylor | 1983 Thomas K. Hearn Jr. |

PROCEDURES

All students are responsible for familiarizing themselves with the portions of this bulletin which pertain to their course of study. Statements concerning courses and expenses are not to be regarded as irrevocable contracts between the student and the institution. The University reserves the right to change the schedule of classes and the cost of instruction at any time within the student's term of residence.

Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on tests, and evidence of character, motivation, goals, and general fitness for study in the College. The applicant's secondary school program must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a first-year student normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An applicant who presents at least twelve units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

North Carolina law and Wake Forest University require that all new, transfer, readmit, unclassified or visiting students submit proof of immunization against tetanus and diphtheria (Td), polio, rubeola, rubella, and mumps *before registration*. The *Student Handbook* has a detailed statement. A certificate from the student's high school, physician, or county health department director containing the approved dates is acceptable proof of immunization. The Student Health Service will furnish a form for this purpose. North Carolina law requires that students who do not submit proper proof of immunization within thirty days of enrollment cannot attend Wake Forest University until these immunizations have been documented.

Application

An application is secured from the Office of Admissions in person or by mail (P.O. Box 7305 Reynolda Station, Winston-Salem, North Carolina 27109-7305). It should be completed and returned to that office no later than January 15 for the fall semester. Most admissions decisions for the fall semester are made by April 1, with prompt notification of applicants. For the spring semester, applications should be completed and returned no later than November 15. Except in emergency, the final date for applying for the fall semester is August 1 and for the spring semester, January 1. Application on this last-date basis is primarily for nonresident students.

Wake Forest accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain copies of the Common Application from their high schools.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the SAT I: Reasoning Test of The College Board. SAT II: Subject Test scores are optional. All test scores should be sent directly to the University by Educational Testing Service. A \$40 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. *The University reserves the right to reject any application without explanation.*

A \$300 admission deposit is required of all regularly admitted students and must be sent to the Office of Admissions no later than May 1 following notice of acceptance. It is credited toward first semester fees and is non-refundable. Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make a non-refundable admission deposit within two weeks of notification. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

Early Decision

Two early decision deadlines and notification schedules are available to well-qualified high school students who decide, by the close of their junior year, that Wake Forest is either their only choice or first choice college.

Early Decision - Single Choice

For students who have selected Wake Forest as their first choice and have applied to no other college. Students may submit an application at any time after completion of the junior year and no later than November 15. Decisions on these applicants are made on a rolling basis, three to four weeks after the application is completed. Students agree to enroll if accepted and submit a nonrefundable \$500 deposit prior to January 1.

Early Decision - First Choice

Students who have selected Wake Forest as a first choice and only early decision choice but who may have submitted or have plans to submit regular decision applications to other institutions, may apply no later than November 15 and are notified by December 15. If accepted, students agree to enroll and to withdraw applications from other colleges. A \$500 nonrefundable deposit is due by January 15.

Candidates for early decision are normally expected to have completed, or be enrolled in courses to complete, all secondary school requirements. Decisions are based upon junior year grades and test scores. Applicants not admitted are asked to submit additional SAT I scores and the first semester senior year grade report, or they are advised to apply elsewhere.

Admission of Handicapped Students

Wake Forest College will consider the application of any qualified student, regardless of handicap, on the basis of the selection criteria established by the University which include personal and academic merit. Upon matriculation, all students will be required to meet the same standards for graduation. Programs at Wake Forest are accessible to all of its students.

The University endeavors to provide facilities which are in compliance with all laws and regulations regarding access for disabled individuals. Additionally, special services are available to reasonably accommodate disabled students. For more information on assistance for undergraduate students, please contact G. Dianne Mitchell, director of the Learning Assistance Program at (336) 759-5929 or Gloria C. Agard, assistant director of human resources and director of equal employment opportunity, at (336) 759-4814.

Advanced Placement and CLEP

Advanced placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of The College Board and supplementary information. Especially well-qualified applicants for advanced standing may also be exempt from some basic and divisional courses with credit on the authorization of the department concerned. Credit by advanced standing is treated in the same manner as credit transferred from another college.

Under certain conditions, especially well-prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned or the dean of the Wayne Calloway School of Business and Accountancy.

Admission of Transfer Students

The number of transfer students who can be admitted each year depends upon the availability of space in the first-year (second semester), sophomore, and junior classes. An applicant for admission who has attended another college must be a graduate of a standard junior college or furnish a certificate of honorable dismissal stating eligibility in all respects to enter the college last attended, and must have an overall average of at least C on all college work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering first-year students must remove the entrance conditions during the first year at Wake Forest.

Courses satisfactorily completed in other accredited colleges are accepted subject to faculty approval. In general, no credit is allowed for courses not found in the Wake Forest curriculum. The minimum residence requirement for a baccalaureate degree is two academic years, the senior and one other.

Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract between the student and the University. The costs of instruction and other services outlined herein are those in effect on the date of publication of this bulletin, and the University reserves the right to change without notice the cost of instruction and other services at any time.

A non-refundable admission deposit of \$300 is required to complete admission for all regularly admitted students. A non-refundable admission deposit of \$500 is required to complete admission for all students who have applied to Wake Forest University as a first or single choice (see page 19). The applicable deposit is applied toward tuition and fees for the semester for which the student has been accepted. Charges are due in full on August 1 for the fall semester and December 15 for the spring semester. Faculty regulations require that student accounts be settled in full before the student is entitled to receive a grade report, transcript, or diploma, or to register for the following semester or term.

Tuition

	Per Semester	Per Year
Full-time (excluding fourth-year students)	\$10,225	\$20,450
Full-time (fourth-year students only)	\$8,575	\$17,150
Part-time	\$550 per credit	

Students should expect an average increase of about six percent yearly in tuition. However, admittance to the undergraduate College is not based on financial resources. The University meets the demonstrated financial needs of all qualified students.

Students enrolled in the College or in the Wayne Calloway School of Business and Accountancy for full-time residence credit are entitled to full privileges regarding libraries, laboratories, athletic contests, concerts, publications, the Student Union, the University Theater, and the health service. Part-time students are entitled to the use of the libraries and laboratories but not to the other privileges mentioned above. They may secure a part-time student ID card, admissions to games and concerts, and publications by paying an activity fee of \$166 per semester.

Room Charges

	Per Semester	Per Year
Double occupancy	\$1,550	\$3,100

Most first-year students will pay either \$1,350 or \$1,550 per semester depending upon room assignment location. Other room rentals range from \$1,350 to \$1,800 per semester.

Food Services

A cafeteria and table service dining room are located in Reynolda Hall; there is a food court in the Benson University Center. A debit card system is used in which the student is charged only for the items selected at the time of purchase. A suggested range from \$975 to \$1575 per year is offered depending on the student's needs. The card may be used at any University food services facility, and it allows a great deal of flexibility for eating off campus.

First-year students living in residence halls are required to participate in both the fall and spring semesters in one of the board plans.

Other Charges

Admission application fee of \$40 is required with each application for admission to cover the cost of processing and is nonrefundable.

Admission deposit of \$500 is required for students applying to Wake Forest University as a first or single choice. An admission deposit of \$300 is required for all regularly admitted students. All admissions deposits must be submitted to the Director of Admissions. The applicable deposit is credited to the student's charges for the semester for which he or she has been accepted for admission.

Individual instruction music fees are required in addition to tuition for students enrolling for individual study in applied music in the Department of Music and are payable in the Office of Financial and Accounting Services. The fee for one credit per semester is \$175; for more than one credit per semester, \$300.

*Hospital charges, made when the student is confined to the Student Health Service, are \$100 per day. Additional charges are made for medications, laboratory tests, and special supplies. Students **must have** hospital insurance. A group plan is available through the University for those not covered by a family plan.*

Late registration fee of \$10 is charged to students registering after the dates set by the faculty.

Library fines are charged for lost books and for violation of other library regulations and are payable in the library.

A tuition deposit of \$200 is required, at a date set by the Office of Financial and Accounting Services, of students enrolled in the spring semester who expect to return for the fall semester. It is credited to the student's University charges and is nonrefundable.

Room change fee of \$25 is charged for any unauthorized change.

Motor vehicle registration is \$100 and traffic fines are \$20 to \$50. All students operating a vehicle on campus (including student apartments, theme, and satellite houses) must register vehicles they are operating day or night, whether or not owned by the operator. All vehicle registrations must be completed within twenty-four hours from the first time the vehicle is brought to campus or the next business day. Proof of ownership must be presented to verify a license plate when applying for vehicle registration. Fines are assessed against students violating parking regulations; copies of the violations are

obtainable from the Office of Parking Management. Please inform your visitors of parking rules and regulations.

Transcripts of a student’s record are issued in the registrar's office at a cost of \$4 each.

Refunds (Students Not Receiving Title 4 Financial Aid)

During the academic year, students, full-time and part-time, who do not receive Title 4 federal financial aid receive tuition refunds according to the following schedule. This policy applies to students dropping courses as well as those withdrawing. Withdrawals must be official and students must return their ID cards before claiming refunds. *There is no refund of room rent or parking decals that have been placed on vehicles.*

<i>Number of Weeks Attendance (Including first day of registration)</i>	<i>Percentage of Total Tuition to be Refunded</i>
1 week	Total tuition less deposit
2 weeks	75 percent
3 weeks	50 percent
4 weeks	25 percent

Fees for individual instruction in the Department of Music will be refunded on the following basis: If a student drops the course before the fifth lesson, the fee will be one-fourteenth the full semester’s instruction fee times the number of lessons the student has had. There is no refund after the fifth lesson.

Refunds (Title 4 Financial Aid Recipients)

Based on the Higher Education Act of 1965, as amended by Congress in July 1992, and upon the regulations issued by the U.S. Department of Education with an effective date of November 29, 1994, two special refund conditions now apply instead of the normal refund policy. These conditions apply only to recipients of Title 4 (federal) financial aid: Pell Grants, SEOG, Federal Work Study, Perkins Loans, Stafford Loans, and PLUS Loans. For purposes of determining inclusion of a student in the special group for refund calculation, Wake Forest defines "recipient" to include all students who have submitted an official federal output document to the University and have been awarded federal aid under one of the above programs, regardless of whether funds have actually been disbursed at the time of withdrawal.

Title 4 recipients who are enrolled at Wake Forest for the first time during the semester of their withdrawal will have the refund amount calculated and distributed according to the pro-rata refund policy outlined below. All other withdrawing Title 4 recipients will have a refund calculated under the requirements of 668.22(d) of federal refund regulations, modified in week one in order to make it in every case equal to or larger than normal WFU refund policy, and distributed according to the distribution policy outlined on the next page.

In making the required refund calculations, initial refunds are reduced by "unpaid scheduled cash payments" as shown on the worksheets. In calculating this data element, any *state* aid from NCLTG or NC SCSF will be *net amounts* remaining after appropriate refunds to those programs are made under normal WFU tuition refund policy.

Pro-Rata Refund

Tuition, room rent, and meal plan charges, less any unpaid scheduled cash payment by the student, will be refunded based upon the number of weeks of enrollment, according to federal regulations. After 60 percent of the semester has ended, no refund will be made other than unused board. The percentage of charges refunded is calculated by the number of weeks remaining in the semester, rounded down to the nearest 10%. The semester is 16 academic weeks long, beginning on the first day of classes. A week is a period of 7 days, during which at least one day is devoted to class, examinations, or preparation for examinations. Only full weeks are considered as part of the period remaining. Thus:

<i>If withdrawal occurs within:</i>	<i>Refund this percentage of tuition, room rent, and meal plan charges, less any unpaid scheduled cash payment due from the student:</i>
Week 1	90%
Week 2	80%
Week 3	80%
Week 4	70%
Week 5	60%
Week 6	60%
Week 7	50%
Week 8	50%
Week 9	40%
Week 10 and after	0%

Federal Refund Calculation

Refundable charges under federal rule 668.22(d) are unearned tuition and unused board. Room rentals are not refundable after classes begin, since cancellation of room rents must occur prior to the opening of classes in order for rents to be refunded.

<i>If withdrawal occurs within:</i>	<i>Refund this percentage of tuition plus unused board:</i>
1 week	Tuition less deposit
2 weeks	90%
4 weeks	50%
8 weeks	25%

Distribution Requirements

After determining total refund amount, the refund is applied first to financial aid programs and then any remaining funds are refunded to the student. Aid programs are reimbursed, up to the full amount disbursed to the student's account from each, in the following precise order:

- Unsubsidized Federal Stafford Loans (WFU check to lender)
- Subsidized Federal Stafford Loans (WFU check to lender)
- Federal PLUS Loans (WFU check to lender)
- Federal Perkins Loans
- Federal Pell Grants
- Federal SEOG Grants
- Other Title 4 aid (i.e., NCSIG, etc.)

If any amount of the calculated refund amount remains after federal Title 4 aid program refund requirements are satisfied, it will be paid into Wake Forest aid programs, up to the amount disbursed to the student for each. The order in which each Wake Forest program of aid is refunded will be determined on a case by case basis by the financial aid office, with the guiding principle being to refund to those University accounts most likely to be used by other students in future terms.

If any amount of the calculated refund amount remains after Wake Forest aid program refund requirements are satisfied, it will be paid to satisfy any specific federal or private program requirements; if no such requirements exist, the remaining portion will be paid to the student.

Questions should be directed to student accounts in the Office of Financial and Accounting Services.



Housing

All unmarried first-year students are required to live in the residence halls, except (1) when permission is given by the associate vice president / dean of student services for the student to live with parents or a relative in the Winston-Salem area; (2) by special arrangement when space is not available on campus; (3) the student is admitted as a day student; or (4) if the student has lost residence hall space because of a *Residence Halls Agreement* violation, or disciplinary action. Fifth-year and part-time students are ineligible for campus housing except when permitted to do so by the office of residence life and housing. Married students are not permitted to live within the residence halls. Residence halls are supervised by the director of residence life and housing, associate and assistant directors of residence life and housing, residence life coordinators, and graduate student hall directors.

The charges for residence hall rooms for 1998-99 will range from approximately \$2,900 per year for a triple room to \$3,600 for an apartment single room.

Academic Calendar

The academic calendar of the College and the Wayne Calloway School of Business and Accountancy includes a fall semester beginning in late August and ending before Christmas, a spring semester beginning in January and ending in May, and two five-week summer sessions. Semesters usually last fifteen weeks.

Orientation and Advising

A five-day orientation period for new students in the College precedes registration for the fall semester. An academic adviser and an upperclass student provide guidance during and between registration periods throughout the student's first and second years. Advisers meet with students both individually and in small groups. Students are encouraged to take the initiative in arranging additional meetings at any time they feel a need for advice or other assistance. The adviser suggests and approves courses of instruction until the student declares a major(s) in a field of study toward the end of the second year. At that time, a new adviser is assigned from the department or departments concerned.

Registration

A registration period for all students in the College and the Wayne Calloway School of Business and Accountancy opens the fall semester and the spring semester. Registration involves (1) payment of all tuition and fees in full to the Office of Financial and Accounting Services, (2) obtaining a summary of prior record from the registrar, (3) consultation with the academic adviser, and (4) sectioning into courses. Part of the process is accomplished in advance through preregistration.

Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of credits. Most courses in the College and the Wayne Calloway School of Business and Accountancy have a value of four credits, but may vary from one credit to five. The normal load for a full-time student is eighteen credits per semester, with a maximum of twenty permitted on registration day. A student wishing to register for more than twenty credits per semester must seek the permission of the academic adviser and the appropriate dean after registration day. Non-business or non-accounting majors wishing to take courses in the Calloway School must have met the specific courses's prerequisites and have permission of the instructor. Enrollment in the course is subject to space availability.

Twelve credits per semester constitute minimum full-time registration. (Recipients of North Carolina Legislative Tuition Grants must be enrolled by the tenth day of classes for at least fourteen credits each semester. Recipients of veterans' benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) A student may not register for fewer than twelve credits without specific permission from the Committee on Academic Affairs to register as a part-time student. A student who feels that he or she has valid and compelling reasons to register for more than twenty credits per semester must seek permission of the adviser and the appropriate dean after registration. Only if both the adviser and the dean agree that the proposed course load is needed and in the best interest of the student will permission be granted.

A full-time student in the fall semester of any year may not be a part-time student in the spring semester immediately following. Any student who petitions for part-time status within the semester in which he or she wishes to gain such status is not eligible for a tuition refund.

The requirements for classification after the first year are as follows: sophomore—the removal of all entrance conditions and the completion of no fewer than 29 credits toward a degree, with a minimum of 58 grade points; junior—the completion of no fewer than 60 credits toward a degree, with a minimum of 120 grade points; senior—no fewer than 108 credits toward a degree, with a minimum of 216 grade points.

Class Attendance

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. A vital aspect of the residential college experience is attendance in the classroom; its value cannot be measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. Students who cause their work or that of the class to suffer because of absence or lateness may be referred by the instructor to the dean of the College or to the dean of the Wayne Calloway School of Business and Accountancy for suitable action. Any

student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College or from the Wayne Calloway School of Business and Accountancy.

The Office of the Dean of the College maintains a list of students who have missed class while acting as duly authorized representatives of the College. Such absences are considered excused and a record of them is available to the student’s instructors upon request. The instructor determines whether work missed may be made up. For policies pertaining to absences resulting from illness, please see the statement on the Student Health Service and class excuses in the *Student Handbook*.

Auditing Courses

When space is available after the registration of regularly enrolled students, others may request permission of the instructor to enter the course as auditors. No additional charge is made to full-time students in the College or the Wayne Calloway School of Business and Accountancy; for others the fee is \$25 per credit. Permission of the appropriate dean, as well as that of the instructor, is required. An auditor is subject to attendance regulations and to other conditions imposed by the instructor. Although an auditor receives no credit, a notation of *audit* is made on the final grade report and entered on the record of regularly enrolled students who have met the instructor’s requirements. In no case may anyone register for an audit course before the first meeting of the class. An audit course may not be changed to a credit course, and a credit course may not be changed to an audit course.

Dropping a Course

The last day in each term for dropping a class without a grade of F is listed in the calendar in the front of this bulletin. A student who wishes to drop any course *before* this date must obtain the necessary form from the registrar and confer with his or her academic adviser. *After* this date, a student who wishes to drop a course must consult his or her academic adviser, the course instructor, and the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy, as appropriate. If the dean approves the request, he or she authorizes the student to discontinue the course. Except in cases of emergency, the grade in the course will be recorded as F.

If, at any time, a student drops any course without prior written approval of the appropriate dean, the student will be subject to such penalties as the Committee on Academic Affairs of the faculty may impose.

Withdrawal from the College

A student who finds it necessary to withdraw from the College or the Wayne Calloway School of Business and Accountancy must do so through the office of the appropriate dean. With the approval of the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy, no grades are recorded for the student for that semester, but the

student's standing in courses at the time of the withdrawal may be taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College or the Wayne Calloway School of Business and Accountancy without officially withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

For those students who are members of the Class of 2000 and thereafter, withdrawal from the College or the Calloway School cannot be finalized until ThinkPads, printers, connecting cables, WFU ID cards, residence hall keys (if applicable) and post office box keys, along with any other pertinent University property items, have been turned in to the appropriate offices.

Examinations

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the honor system adopted by the student body and approved by the faculty. Under it, the student is expected to refrain from unfairness in any form and to report to the Honor Council any student whom he or she knows to be cheating.

Grading

For most courses carrying undergraduate credit, there are 12 final and two conditional grades: A (*exceptionally high achievement*), A-, B+, B (*superior*), B-, C+, C (*satisfactory*), C-, D+, D (*passing but unsatisfactory*), D-, E (*conditional failure*), F (*failure*), and I (*incomplete*).

Grade of E. The grade of E entitles the student to reexamination at any regular examination period within a year, or during the first week of the fall semester. A permit for reexamination must be obtained in advance from the registrar, and no grade higher than D may be assigned as a result of reexamination. A student who does not remove a conditional failure by reexamination must repeat the course to obtain credit for it.

A candidate for graduation in the final semester who has received a grade of E in the previous semester may apply to the registrar for reexamination thirty days after the opening of the final semester but no later than thirty days before its close. All conditions, including the grade of E, must be removed no later than thirty days before the end of the term in which the student graduates. The name of a candidate who has a condition after that date is dropped from the list of candidates. A candidate who receives a grade of E in the final semester or term of the graduation year is not allowed reexamination before the next examination period.

Grade of I. The grade of I may be assigned only when a student fails to complete the work of a course because of illness or some other emergency. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, the grade automatically becomes F. The instructor must report the final grade to the registrar within forty-five days after the beginning of that semester.

Grade Points. Grades are assigned grade points for the computation of academic averages, class standing, and eligibility for continuation, as follows:

for each credit of A	4.00 points
for each credit of A-	3.67 points
for each credit of B+	3.33 points
for each credit of B	3.00 points
for each credit of B-	2.67 points
for each credit of C+	2.33 points
for each credit of C	2.00 points
for each credit of C-	1.67 points
for each credit of D+	1.33 points
for each credit of D	1.00 points
for each credit of D-	0.67 points
for each grade of E or F	no points

Pass/Fail. To encourage students to venture into fields outside their major areas of competence and concentration, the undergraduate schools make available the option, under certain conditions, of registering in courses on a pass/fail basis rather than for a letter grade. Courses taken under the pass/fail option yield full credit when satisfactorily completed but, whether passed or not, they are not computed in the grade-point average. In no case may a student change from grade to pass/fail mode, or from pass/fail to grade mode, after the last day to add a course, listed in the calendar at the front of this bulletin.

A student may count toward the degree no more than twenty-four credits taken on a pass/fail basis. First- and second-year students are not eligible to elect the pass/fail mode, but may enroll for courses offered only on a pass/fail basis. Third- and fourth-year students may elect as many as sixteen credits on a pass/fail basis, but no more than five credits in a given semester. Courses used to fulfill basic, divisional, major, or minor requirements may not be taken on a pass/fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a pass/fail basis if the department of the major does not specify otherwise.

No courses in the Calloway School can be taken pass/fail except for Business 100, which is open only to sophomores and juniors and which requires Accounting 111 as a corequisite or prerequisite

Grade Reports and Transcripts

A midterm report and a final report of grades are issued to students by the registrar in the fall and spring semesters. A final report of grades is issued for each summer term.

Transcripts of the permanent educational record will be issued to students upon written request unless there are unpaid financial obligations to the College or University, or other unresolved issues. Copies of a student's cumulative record are issued by the registrar, but only on the written authorization of the student and payment of \$4 per transcript.

Dean’s List.....

The Dean’s List is issued at the end of the fall and spring semesters. It includes all full-time students in the College and the Wayne Calloway School of Business and Accountancy who have a grade-point average of 3.0 or better for the semester and who have earned no grade below C during the semester.

Graduation Distinctions

Graduation distinctions are determined by the grade-point system and are based entirely on grades earned in Wake Forest courses. A degree candidate with a cumulative average of not less than 3.80 for all courses attempted is graduated with the distinction *summa cum laude*. A candidate with a cumulative average of not less than 3.60 for all courses attempted is graduated with the distinction *magna cum laude*. A candidate with a cumulative average of not less than 3.40 for all courses attempted is graduated with the distinction *cum laude*. Details are available in the Office of the Registrar.

Repetition of Courses

A student may not repeat a course in which he or she has received a grade of C or higher. A student may, however, repeat at Wake Forest a Wake Forest course for which he or she has received a grade of C-, D+, D, D-, or F. In this case, all grades received will be shown on the transcript, but the course may be counted only one time for credit. If a student fails a course previously passed, the credit originally earned will not be lost. For purposes of determining the grade-point average, a course will be considered as attempted only once, and the grade points assigned will reflect the highest grade received. These provisions do not apply to any course for which the student has received the grade of F in consequence of an honor violation.

Probation

Any student who is placed on probation because of honor code or conduct code violations may be placed on such special academic probation as the Committee on Academic Affairs imposes. The Committee on Academic Affairs may at any time suspend or place on probation any student who has given evidence of academic irresponsibility, as, for example, by failing to attend class regularly or to complete papers, examinations, or other work on time.

If poor academic performance is attributable to circumstances over which the student clearly had no control (e.g., serious injury or illness), the student may, after consultation with one of the academic deans, petition the Committee on Academic Affairs for further consideration of his or her status.

In deciding whether to permit exceptions to the foregoing eligibility requirements, the Committee on Academic Affairs will take into account such factors as convictions for

violations of the College honor code or social conduct code, violations of the law, and any other behavior demonstrating disrespect for the rights of others.

Any student convicted of violating the honor code is ineligible to represent the University in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity or sorority until the end of their probationary period.

Under the law, the University has the right to inform parents of dependent students and certain other qualified individuals of the contents of educational records.

Requirements for Continuation in the College

Whether a student is academically eligible to continue is determined by the number of course credits passed and the grade-point average. The number of credits passed is the sum of the credits transferred from other institutions and the credits earned in the undergraduate schools of the University. The grade-point average is computed only on work attempted in the undergraduate schools of the University and excludes both non-credit and pass/ fail courses.

Students are expected to make reasonable and systematic progress toward the accomplishment of their degree programs. To be eligible to continue in the College, students must maintain

for credits passed:	a minimum cum. GPA of:
1-36	1.45
37-72	1.60
73-108	1.75
109 and above	1.90

Students are responsible for knowing their academic standing at all times. Any student whose GPA falls below the required minimum shall have a grace period of one semester to raise the average to the required level. Students also have the option of attending summer school at Wake Forest in an effort to raise the average.

The Committee on Academic Affairs will suspend students who earn 8 or fewer grade points in any given semester in courses other than Education 353; military science courses; Music 111-121 (ensemble courses); Dance 120-129 and 131; and elective 100-level courses in health and exercise science. In cases where failure was due to circumstances beyond the students' control, they may appeal to the Committee for an exception.

Any student who is in academic difficulty is urged to seek advice and counsel from his or her academic adviser, from the Office of the Dean of the College, from the Learning Assistance Center, and from the University Counseling Center.

Because the basic and divisional requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject, students are expected to take as many of the basic and divisional courses as is feasible each semester. As many of the requirements as possible should be taken in the first two years in the College.

A student who has or develops a health problem which, in the judgment of the director of the Student Health Service, creates a danger to the safety and well-being of the student or others may be required to withdraw until the problem is resolved.

Requirements for Readmission

The Committee on Academic Affairs oversees the readmission of former students. In making a decision on whether to readmit, the Committee considers both the academic and non-academic records of the student. Students who have been ineligible to continue for academic reasons must present to the Committee a list of steps they plan to take to raise their academic standing to acceptable standards. Non-academic grounds for denial may include convictions for violations of the honor system or the social conduct code, for violations of the law, and other behavior showing disrespect for the rights of others.

Summer Study

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

In order to be eligible to take summer courses at another college or university, the student must have a cumulative grade-point average of no less than 2.0, and must obtain advance approval of the head of the department concerned, the registrar, and in some cases, the Office of the Dean of Wake Forest College or the dean of the Wayne Calloway School of Business and Accountancy. Courses taken elsewhere on the semester-hour plan are computed as transfer credit at 1.125 credits for each approved semester hour. If a student plans to seek approval for transfer courses after completion of the sophomore year, such courses must be taken in an approved four-year institution.

Courses taken outside the U.S. require, in addition, prior approval from the Office of International Studies. Students must obtain a transfer of credit form from the Office of International Studies.

Transfer Credit

All work attempted in other colleges and universities must be reported to the registrar of Wake Forest University. Students wishing to receive transfer credit for work to be undertaken elsewhere must have a cumulative grade-point average of no less than 2.0 and must obtain faculty approval in advance. For enrolled Wake Forest students, transfer work can be accepted only from approved four-year institutions. In order to be accepted for transfer credit, the grade in any course must be C or better.

Students who wish to receive academic credit for courses taken outside the U.S. need to obtain prior approval from the Office of International Studies and then faculty approval. The Approval Form for Study Outside the United States is available in the Office of International Studies.

SCHOLARSHIPS AND LOANS

Any student regularly admitted to Wake Forest College who demonstrates financial need will receive assistance commensurate with that need.

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. Applications should be requested from the committee at P.O. Box 7246 Reynolda Station, Winston-Salem, North Carolina 27109-7246. Scholarships supported by funds of the undergraduate schools are not granted to students enrolled in other schools of the University. To receive consideration for financial aid, the applicant must either be enrolled as an undergraduate or have been accepted for admission. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Full-time students are eligible to apply for institutional funds. Half-time and part-time students are eligible to apply for federal funds.

The University offers a number of scholarships based upon merit. Those with a stipend based upon tuition will increase as tuition increases; those with a dollar stipend remain fixed for the four years of enrollment.

Additional scholarship assistance not listed herein is offered to student-athletes through the Department of Athletics.

Need is a factor in the awarding of most financial aid, and each applicant must file an annual financial statement with the application for financial aid. After reviewing the standard financial analysis, the Committee on Scholarships and Student Aid determines aid awards, and aid is credited, by semester, to the student's account in the Office of Financial and Accounting Services. The calculation of need, and therefore the amount of an award, may vary from year to year. The Committee on Scholarships and Student Aid reserves the right to revoke financial aid for unsatisfactory academic achievement, for violation of University regulations including its honor code, or for violation of federal, state, or local laws. To be eligible for renewal of aid, a student must remain enrolled on a normal full-time basis and be in good standing, making satisfactory progress toward a degree. The Committee does not award institutional scholarships to students earning less than a 2.0 grade average on all work attempted at Wake Forest, nor is scholarship aid awarded for summer school. Need-based scholarship support is extended for a maximum of eight semesters, prorated for transfer students.

Scholarships

The Reynolds Scholarships are awarded each year to up to five extraordinarily capable men and women entering the College as first-year students. Made possible through a grant from the Z. Smith Reynolds Foundation in honor of Nancy Susan Reynolds, these scholarships cover the cost of tuition, room, and board, and include an allowance for books and personal expenses. Scholars may receive up to \$1,500 each summer for travel or study projects approved by the Reynolds Committee. The Reynolds Scholarships are awarded without regard to financial need and will be renewed annually through the recipient's fourth year of college, subject to satisfactory performance. A separate application is required by December 1.

The Graylyn Scholarship provides in alternate years one full tuition, room, and board renewable scholarship to a student who applies for the Reynolds or Carswell Scholarship and who possesses extraordinary academic and leadership skills. The Graylyn Scholarship is provided by the Graylyn International Conference Center in support of undergraduate excellence. The fund also provides for leadership awards to the medical, law and business schools.

The O. W. Wilson Scholarship, created under the will of O. W. Wilson of Yancey County, N.C., is awarded to an individual who demonstrates outstanding qualities of intellectual promise and leadership. The scholarship has a value equivalent to annual tuition and provides summer grant opportunities to encourage individual study projects. Awarded through the Reynolds and Carswell scholarship applications.

The Doctor George E. and Lila C. Bradford Fund awards in alternate years a renewable full-tuition academic scholarship annually to a student possessing outstanding leadership and aptitude who intends to pursue a premedical course of study. Awarded through the Reynolds and Carswell scholarship applications.

The Guy T. Carswell Scholarships, made possible by and established in honor of the late Guy T. Carswell and his wife Clara Carswell of Charlotte, N.C., have an annual value ranging from a minimum stipend of \$8,000 to a maximum stipend of full demonstrated need. Each scholar may apply for at least one summer grant of up to \$1,000 to fund travel and study projects of the student's design. A Carswell scholar must be a student applying to the College who possesses outstanding qualities of intellect and leadership. Up to thirty scholars are selected annually. A separate application is due by January 15.

The Thomas E. and Ruth Mullen Scholars of the Upperclass Carswell Scholarship program are chosen among outstanding undergraduates who have a minimum of one year of academic work at Wake Forest.

The Presidential Scholarships for Distinguished Achievement, established by the University's alumni/ae, award twenty renewable \$8,000 scholarships on the basis of exceptional talent and leadership. Candidates must be students who will enrich and add to the diversity of life at Wake Forest through their special talents in the areas of the fine arts (including music, art, theater, dance, film, and other arts), debate and public speaking, writing, leadership, public service, and entrepreneurial achievement. A separate application must be submitted by December 15.

The Joseph Gordon and Wake Forest Black Student Scholarships, established by endowment from the University's Sesquicentennial Fund and gifts from the Z. Smith Reynolds Foundation, recognize the outstanding achievements of black students and are awarded each year to entering first-year students who demonstrate academic promise and leadership potential. This program provides seven full-tuition scholarships. All scholarships are renewable annually through the recipient's fourth year based upon a suitable academic and honor record. Awards are made without regard to financial need. A separate application is required by January 15.

The William Louis Poteat Scholarships, valued at \$8,000 per year, are awarded to seventeen entering first-year students. To be eligible, a student must be an active member of a church affiliated with the Baptist State Convention of North Carolina or the General Baptist State Convention of North Carolina and must be likely to make a significant contribution to church and society. A separate application is required by December 15.

Wake Forest Honor Scholarships provide an annual renewable grant of \$5,000 to students selected from those who apply for the Reynolds or Carswell Scholarships and who demonstrate exceptional academic ability and leadership.

The George Foster Hankins Scholarships, made possible by the late Colonel George Foster Hankins of Lexington, N.C., for residents of North Carolina or children of alumni/ae living in other states with preference given to residents of Davidson County, have an annual value of up to full demonstrated need. Recipients must demonstrate need as well as academic promise. A separate application is due by January 15.

The Robert P. and Dorothy Caldwell Scholarships, given by family and friends of Robert P. and Dorothy Caldwell, provide up to three scholarships annually on the basis of outstanding academic achievement, demonstrated leadership ability, record of community service, and a commitment to helping others. A portion of these funds gives preference to students from Gaston and Catawba (N.C.) counties who need assistance in order to attend Wake Forest. The student must apply for the merit-based Caldwell Scholarship through the Reynolds and Caldwell scholarships applications.

The Holding Scholarship, provided by a gift from the Robert P. Holding Foundation in memory of Mr. Holding, a member of the Class of 1916, offers one full tuition renewable scholarship in alternate years to a student of exceptional leadership and academic promise, who is in residence at least one year in North Carolina. The student must complete an application for either the Nancy Susan Reynolds or Carswell Scholarship.

The Junius C. and Eliza P. Brown Scholarships are designed to recognize excellence among North Carolina students demonstrating financial need in order to attend Wake Forest. Preference for selection is given first to students from the Madison area of Rockingham County, second to students from the Reidsville area of Rockingham County, and third to other applicants from Rockingham County. A separate application is due by January 15.

National Achievement Scholarships are awarded to four finalists in the achievement scholarship program. The minimum of \$3,000 (\$750 annually for four years) will extend up to \$2,000 annually depending on need. Students must select Wake Forest as their first-choice college in the NASC program; recipients are chosen by the Scholarship Committee, usually by April 1.

National Merit Scholarships are awarded to four finalists in the merit scholarship program. The minimum award of \$3,000 (\$750 annually for four years) will extend up to \$2,000 annually depending on need. Students must note Wake Forest as their first-choice college in the NMSC testing program; recipients are chosen by the Scholarship Committee, usually by April 1.

For all the following scholarships, there is no separate application required except where noted. Students who complete the Financial Aid PROFILE of the College Scholarship Service will be considered for appropriate scholarships.

The Page W. Acree Humanities in Science Scholarship Fund was established to provide support for students majoring in chemistry, physics, biology, or mathematics/computer science, who have career objectives in medicine or science-related fields that require human service, and who wish to take unrequired academic work in the humanities. A separate application to the dean of the College is required.

The Alcoa Foundation Scholarship, donated by the Alcoa Foundation, is available to a first-year student from the Piedmont area of North Carolina who is majoring in chemistry. The scholarship has a value of \$2,000 and is awarded on the basis of need.

The Charles I. and Louise Allen Scholarship Fund, established under the will of Louise Lambeth Allen, is awarded on the basis of ability and need to a student who may be interested in pursuing a medical career.

The Alumni and General Scholarship Fund provides assistance to students at the discretion of the Committee on Scholarships and Student Aid.

The Army Reserve Officers' Training Corps (AROTC) Scholarships are awarded for academic and personal achievement. These four-, three-, and two-year scholarships annually pay: (1) \$16,000 for tuition; (2) a flat rate for texts, equipment, and supplies (presently \$450) and (3) a subsistence allowance of up to \$1,500 (\$150 per month for the months spent in school). All benefits are tax-free. Recipients must enroll and fully participate in Army ROTC. Four-year AROTC scholarships are applied for during the latter part of the junior or the early part of the senior year of high school. Two- and three-year AROTC scholarships are applied for during the sophomore and freshman years, respectively, through the Department of Military Science.

The Arthur Andersen Accounting Leadership Award is awarded through the accounting faculty to an accounting major of at least junior standing who has demonstrated excellence in the areas of academic performance, leadership, civic/ community responsibility, and who is either enrolled in the Master of Science in Accountancy program or planning to apply for admission to the program.

The Teresa Mae Arnold Scholarship is awarded on the basis of ability and need to a student enrolled in Wake Forest College.

The Camillo Artom Fund for Italian Studies was established in 1976 in honor of Camillo Artom, professor of biochemistry from 1939 to 1969. Scholarship aid is made available, usually to one or two students each semester, to assist with their expenses. Well-qualified students who can demonstrate need are eligible to apply. (Interested persons should apply to the Office of the Provost.)

The Alice and Harry Baird Endowment Fund for Advanced Study in Religion, established by Susan Marie Smith of Anchorage, Alaska, in honor of her grandparents, provides scholarships for students attending the Divinity School of Wake Forest. Until the Divinity School is established, income from the fund will be used to provide scholarships for undergraduate students either majoring in religion or enrolled in at least two religion courses beyond the introductory level per academic year, or for a graduate student in the Department of Religion.

The Baker-Martin Scholarship Fund, established by Jerry H. Baker and Cassandra M. Baker of Marietta, GA, provides scholarships on the basis of need for undergraduate students attending Wake Forest with the following qualifications: (1) who have earned their high school diploma from a high school located in North Carolina; and (2) whose parents (one or both) are currently employed in private or public education or who are employees of the government. Preference will be given to students whose residence is located in the counties of Cabarrus or Nash.

The Hubbard and Lucy Ball Scholarship Fund, established by Robert T. Ball of Surprise, Ariz., is awarded on the basis of need.

The Donald Alan Baur Memorial Scholarship is awarded on the basis of leadership, dedication, competitiveness, and citizenship, with preference given to members of Delta Nu Chapter, Sigma Chi Fraternity.

The Beach Scholarship, established in memory of the Reverend Benjamin Beach, provides funding for the Poteat Scholarship winner from the congressional district encompassing Caldwell County, N.C.

The George M. and Daisy Olive Beavers Scholarship Fund, donated by Lydia Beavers in memory of her parents, is for one scholarship awarded on the basis of leadership, good citizenship, and excellence of character.

The James Wallace Beavers Scholarship Fund, established by Barbara J. Beavers, PhD of Atlanta, Ga.; Olive Beavers Jordan of Greensboro; and Walter L. Beavers of Greensboro, provides a scholarship to entering freshmen, and may be renewed for three years of undergraduate study.

The Becton Family Scholarship Fund is awarded on the basis of academic ability and financial need to a premedical student. Preference is given to students from Augusta, Ga., and secondly to other students from Georgia.

The J. Irvin Biggs Scholarship is awarded to needy and deserving undergraduates, with preference given to students from Lumberton or Robeson County, N.C.

The Charles Spurgeon and Inez Black Scholarship provides one annual scholarship to that chemistry major having the second highest academic record in the given year.

The Peter Bondy Scholarship for study abroad is available through application with the Office of International Studies.

The Robert C. Bridger Jr. Scholarship, donated by George R. Bridger in honor of his father, is made to a senior major in the Wayne Calloway School of Business and Accountancy. Selection of the recipient is based on demonstrated academic ability and financial need, with preference given to students from Bladen County or southeastern North Carolina.

The William D. Brigman Scholarship Fund is awarded to a student in the Wayne Calloway School of Business and Accountancy on the basis of academic ability and outstanding leadership potential.

The H. Grady Britt Scholarship was created under the will of H. Grady Britt to benefit students in the Department of Biology.

The Claude U. Broach Scholarship is awarded to a first-year or upperclass student with preference given to students from St. John's Baptist Church of Charlotte.

The Gov. J. Melville and Alice W. Broughton Scholarship Fund, established in honor of Governor, Senator, and Wake Forest Trustee J. Melville Broughton and his wife, Alice W. Broughton, by the Broughton family of Raleigh, N.C., awards one scholarship annually to a North Carolina student on the basis of academic ability and financial need.

The Dean D. B. Bryan Memorial Scholarship Fund was established in honor of D. B. Bryan, dean of Wake Forest College from 1923 to 1957. It awards a partial or full-tuition scholarship to a student who plans to pursue a career in education, and who demonstrates financial need and academic ability. The recipient must pledge to work in the education field for a minimum of five years following graduation or must repay the scholarship to the University.

The Joseph M. Bryan Sr. Scholarship is awarded to undergraduates in the form of both athletic and general scholarships.

The Jack Buchanan Scholarship is awarded on the basis of financial need and academic ability, with preference given to students from western North Carolina planning a business major.

The Lib and Joyner Burns Scholarship is awarded on the basis of both ability and need, with preference given first to students having a physical handicap and second to students from Forsyth or Guilford County, N.C.

The D. Wayne Calloway Scholarship Fund provides scholarships for students attending the Wayne Calloway School of Business and Accountancy Management Program for liberal arts majors.

The John Douglas Cannon Scholarship is awarded on the basis of academic ability and need to freshmen students, with preference to a student from Rock Hill, South Carolina.

The James Lee Carver Memorial Scholarship, donated by Jean Freeman Carver with her children, James Lee Carver II and Elizabeth Jeanine Carver, in memory of her husband, James Lee Carver, is for deserving and promising students who demonstrate a need for financial assistance, with preference given to students from the Oxford Orphanage in Oxford, N.C.

The J. D. Cave Memorial Scholarship is awarded to a North Carolina male student who demonstrates strong character, a willingness to grow intellectually, and evidence of need, for an approximate annual value of \$600.

The Neal M. Chastain Memorial Scholarship, established by Mrs. June Booth of Charlotte in memory of her son, is awarded to a senior business major exhibiting Christian ideals and good academic achievement.

The W.H. and Callie Anne Coughlin Clark Scholarship Fund, established by W.H. and Callie Anne Coughlin Clark of Hinsdale, Ill., provides assistance to undergraduate students, with preference to needy students.

The Cobb Foundation Scholarship is awarded on the basis of academic ability and financial need, with preference given first to students from Oxford Orphanage or other children's homes and second to students from Granville or Vance counties, N.C.

The Wake Forest College Scholarships are available to first-year and upperclass students presenting satisfactory academic records and evidence of need.

The William and Susan Collins Scholarship Fund, established by William A. and Susan A. Collins of Collinsville, Virginia, provides awards to students from the Commonwealth of Virginia, with preference to students from certain counties and cities in southwest Virginia.

The Howard F. and Ruby C. Costello Scholarship Fund was created under the will of Ruby C. Costello to benefit financially needy students.

The William Henry Crouch Scholarship for ministerial students has been established by the Providence Baptist Church of Charlotte in honor of its pastor. The scholarship is valued at \$3,000 per year and is available for a North Carolina Baptist ministerial student or students based upon merit or need.

The O.B. Crowell Memorial Scholarship Fund, donated by Louise T. Crowell of Hendersonville, N.C., in memory of her husband, O. B. Crowell, is awarded on the basis of character, need, and promise.

The Gary Franklin Culler Scholarship Fund, donated in memory of Gary Franklin Culler, is awarded on the basis of academic ability and outstanding leadership potential, with preference given to students from High Point, N.C.

The Nathan D. Dail/Poteat Scholarship, established by Robert L. and Barbara D. Whiteman of Raleigh, N.C. to supplement the William Louis Poteat Scholarship program, provides scholarships to undergraduate students and is awarded by way of the Poteat Scholarship selection.

The Egbert L. Davis Jr. Scholarship, provided by the Davis family in honor of Egbert L. Davis Jr., noted Wake Forest alumnus and benefactor, provides merit and need assistance to one or more students demonstrating outstanding academic performance, diligence, integrity, character, leadership, and reasonable athletic competence. Awards are renewable on the basis of a B average, exemplary personal conduct, and participation in the religious life of the University.

The Eleanor Layfield Davis Art Scholarship Fund awards a scholarship to a student with interest and ability in studio art, who has been recommended by the chair of the art department, to exemplify the talents and interests of Eleanor Layfield Davis.

The Mrs. Paul Price Davis Scholarship Fund was established by Jessie Leigh Davis Boney and Betty Davis Britt to assist North Carolina students. Preference is given to students who have been residents of Baptist Children's Homes of North Carolina.

The Thomas H. Davis Business Scholarship, established by employees of the former Piedmont Aviation Inc. in honor of its founder and retired chair, is awarded to a senior business major based on academic achievement, financial need, and potential for business leadership.

The Deal Family Scholarship provides funding for the Carswell Scholarship program, with preference first to students from Catawba, Caldwell, Burke, and Alexander counties, N.C.; second to other North Carolinians; and third to other students.

The Otis William Deese Presidential Scholarship is awarded as a supplement to the Presidential Scholarships for Distinguished Achievement program to undergraduate students with demonstrated financial need.

The Justus and Elizabeth S. Drake Scholarship is awarded to an English major who demonstrates academic ability and financial need, upon the recommendation of the chair of the English department.

The Fred H. Duvall Scholarship provides funds for needy students.

The Ernst and Young International Scholarship is awarded through the Wayne Calloway School of Business and Accountancy to an accounting student or rising accounting student in the Master of Science in Accountancy program.

The Douglas Esherick Award Fund is used annually for a member of the Sigma Chi fraternity.

The Theodore and Freda Fisher Scholarship, donated by Emile T. Fisher in honor of his parents, is awarded to North Carolina students with demonstrated financial need and with grade point averages in the C and low B categories.

The Bobbie Fletcher Memorial Scholarship is awarded on the basis of academic ability and uncommon leadership qualities to a female student from North Carolina. Recipients will possess the qualities of kindness, thoughtfulness, unselfishness, patience, and determination which distinguished Bobbie Fletcher. Preference will be given to students demonstrating financial need.

The Lecausey P. and Lula H. Freeman Scholarship, donated by Mr. and Mrs. G. H. Singleton of Raleigh, in memory of the parents of Mrs. Singleton, is available to a first-year student, sophomore, or junior whose home is within the West Chowan Baptist Association of North Carolina, with preference given to Bertie County students, on the basis of need and ability. Residents of the Roanoke Association may be considered for the scholarship.

The Wallace G. Freemon Memorial Scholarship is awarded to needy premedical students in Wake Forest College.

The Charles A. Frueauff Scholarships are provided annually by the Charles A. Frueauff Foundation for middle-income students who live outside North Carolina. Amounts vary according to need.

The F. Lee Fulton Scholarship Fund, established by friends and associates of F. Lee Fulton, is awarded on the basis of leadership, citizenship, moral character, academic ability, and need.

The James Walker Fulton Jr. Scholarship is awarded on the basis of need and merit, with preference to students who meet one or more of the following conditions: North Carolina resident, evangelical Christian, member of Kappa Alpha, or varsity basketball player.

The Gaddy Scholarship Fund awards a need-based scholarship each year to a North Carolina student, with preference given to residents of Anson, Union, and Wake counties.

The Lewis Reed Gaskin Scholarship Fund, established by E. Reed Gaskin and Jean H. Gaskin in honor of Lewis Reed Gaskin, is awarded to a first-year student or upperclassman with preference given to a premedical student. The award shall be made on the basis of academic ability and potential as a physician. Recipients shall be known as Lewis Reed Gaskin scholars.

The Daniel Eugene and Beulah B. Gatewood Scholarship, given by Beulah B. Gatewood in honor of her husband, is awarded to an undergraduate accounting major based on academic merit and financial need.

The A. Royall Gay Scholarship is awarded on the basis of scholarship, character, and high ideals. Preference is given to graduating seniors from Youngsville, N.C.

The James W. Gill Scholarship, donated by Ruth R. Gill in memory of her husband, James W. Gill, provides a scholarship for a deserving student, with preference given to students from Montgomery and Prince Georges counties, Md.

The Samuel T. Gladding Scholarship Fund for Leadership provides scholarships for students on the basis of merit, demonstrated leadership ability, and community service. Preference is given to students from Alabama.

The Eugene Basil Glover Memorial Scholarship is awarded to an incoming or enrolled student based on ability and need, with slight preference given to students from Halifax County, N.C.

The Wallace Barger Goebel Scholarship, made possible through a donation from Miriam M. Goebel, is based upon ability and financial need, with first preference given to a student with an interest in literature, second preference to a student with an interest in history, and third preference to a student enrolled in the premedical program.

The George Washington Greene Memorial Scholarship Fund may provide an award to the rising senior in Delta Chapter of Phi Beta Kappa who has the highest academic average, upon the recommendation of the chairman of Delta Chapter of Phi Beta Kappa.

The Stanley McClayton Guthrie Scholarship Fund awards one scholarship each year to a needy student, with preference given to students from Halifax County, Va.

The David Hadley/Worrell House Scholarship Fund provides a scholarship to an undergraduate student who otherwise qualifies for the Worrell House program, but who would incur excessive financial sacrifices without the scholarship.

The John Locksley Hall Scholarship Fund provides scholarships on the basis of need to North Carolinians interested in business careers. Preference is given to intercollegiate athletes.

The Fuller Hamrick Scholarship, created under the will of Everett C. Snyder of Wake Forest, N.C., in memory of Fuller Hamrick, is used to educate students from the Mills Home in Thomasville, N.C.

The George G. and Georgine M. Harper Charitable Trust awards scholarships of varying stipends annually to students with high academic potential and financial need, with preference to a North Carolinian.

The Henry Russell and Clara Stephenson Harris Scholarship Fund, established by Elizabeth Harris in memory of her parents, provides a scholarship awarded on the basis of academic ability and financial need to a senior business major who plans to pursue a career in banking.

The M. Elizabeth Harris Music Scholarship Fund provides an annual scholarship for a music major, with preference given to a student whose primary interest is church music. The award is made on the basis of academic ability and financial need.

The Margaret S. Hasty Memorial Scholarship Fund, established by Judge Fred H. Hasty in memory and honor of his beloved wife, is for one or more female undergraduate students with good academic ability and financial need. The scholarship is renewable if the student places in the upper third of her class.

The Louise Patton Hearn Scholarship for Human Service is awarded to a student who has demonstrated exceptional service to improve the well-being of other people and who shows interest and potential in leading others to make similar contributions to humanity.

The Thomas K. Hearn Jr. Scholarship for Excellence in Leadership and Service recognizes exemplary contributions by a rising senior to the University and the larger community.

The Hixson Fund provides assistance to students studying in the Wake Forest London program.

The Frank P. Hobgood Scholarship, donated by Kate H. Hobgood of Reidsville, N.C., in memory of her husband, is available to those who qualify on the basis of character, purpose, intelligence, and need, with preference given to those who plan to enter the

ministry, do religious work, become teachers, or become lawyers, the preference being in the order named, for the residents of the Reidsville area recommended by the deacons of the First Baptist Church of Reidsville.

The J. Sam Holbrook Scholarship is awarded on the basis of need.

The W. D. and Alberta B. Holleman Memorial Scholarship Fund, established by Robert D. Holleman in memory of his parents, is awarded on the basis of academic ability, need, Christian commitment, and leadership to a student from Durham County.

The Forrest H. Hollifield Scholarship, donated by Mr. and Mrs. H. H. Hollifield in memory of their son, Forrest H. Hollifield, is awarded to upperclassmen with evidence of character and need, with preference given to natives of Rowan and Rutherford counties, N.C., and to members of the Delta Nu Chapter of Sigma Chi Fraternity.

The Murray A. Honeycutt Scholarship is awarded on the basis of need to a male student.

The Hubert Humphrey Studies Abroad Scholarship is awarded on the basis of need and merit to undergraduate students participating in the Wake Forest programs in London or Venice.

The Jeanette Wallace Hyde Scholarship, donated by Jeanette Wallace Hyde of Raleigh, is awarded on the basis of financial need and academic ability. Preference is given, but not limited to, students from Yadkin County.

The Stanton B. Ingram Scholarship Fund provides assistance to needy students. Preference is given first to students from Alabama, second to students from Mississippi, Georgia, Louisiana, Tennessee, or Florida.

The Japan Foundation Grants for study in Japan are made available through application with the Office of International Studies.

The H. Broadus Jones Scholarship Fund provides an award to a rising senior student showing superior achievement in English and outstanding qualities of character.

The Jones-Holder Business Scholarship Fund, awarded upon the recommendation of the dean of the Wayne Calloway School of Business and Accountancy, recognizes a rising senior business major who has demonstrated a high level of achievement.

The Dyeann B. and Henry H. Jordan II Theater Scholarship Fund supports junior and senior theater majors. A separate application to the department is required.

The John Council Joyner Sr. Scholarship is awarded on the basis of merit and need to a student from North Carolina.

The J. Lee Keiger Sr. Scholarship is an academic scholarship awarded annually to a North Carolina student, with preference given to students living in the ALLTEL-Carolina Telephone Company service region.

The Senah C. and C.A. Kent Scholarships are awarded to first-year and upperclass students on the basis of leadership, academic merit, and financial need, without regard to race, religion, sex, or geographical origin. The Committee on Scholarships and Student Aid nominates recipients and provides an application to be submitted to the Foundation.

The Kirkpatrick-Howell Memorial Scholarship Fund, donated by the Delta Nu Chapter of Sigma Chi Fraternity, makes available one or two scholarships, with preference given to members of the Sigma Chi Fraternity, upon recommendation of the Kirkpatrick-Howell Memorial Scholarship Board, for a value of approximately \$800.

The Roena B. and Petro Kulynych Scholarship provides aid to students on the basis of ability and need with preference first to students from Wilkes County, N.C., and second to students from Avery County, N.C.

The Kutteh Family Scholarship is awarded as a part of the Hankins Scholarship program, with strong preference given first to students from Iredell County, and second to students from counties contiguous to Iredell County.

The Charles L. Little Scholarship Fund, established by Charles L. Little, is given to students who demonstrate academic ability and financial need.

The Thomas D. and Betty H. Long Scholarship Fund is awarded on the basis of need, with preference first to students from Person County, N.C. and second to other North Carolinians.

The Lowden Family Scholarship Fund provides scholarships as part of the Hankins Scholarship program, with preference first to students from Montgomery County and second to students from Anson, Stanley, Davidson, Randolph, Moore, or Richmond counties, N.C.

The Lowe's Food Fund provides scholarships on the basis of merit and demonstrated leadership qualities to students in the Wayne Calloway School of Business and Accountancy, with preference to students from North Carolina and Virginia.

The Dr. George C. Mackie Sr. Fund is awarded to a junior or senior premedical student on the basis of need and merit.

The Lex Marsh Scholarship is awarded on the basis of academic ability and financial need to a student from North Carolina.

The James Capel Mason Scholarship, established under the will of the Rev. Oscar W. McManus of Laurinburg, N.C., provides assistance to worthy students.

The Burke M. McConnell Management Excellence Scholarship, established by Pace Communications, Inc. of Greensboro, is given to the senior in the Wayne Calloway School of Business and Accountancy who holds the highest grade-point average for his or her first three years at the University.

The Wilma L. McCurdy Memorial Fund Scholarship is awarded on the basis of character, academic standing, and need.

The Thane Edward McDonald and Marie Dayton McDonald Memorial Scholarship Fund, made possible by the late Thane Edward McDonald, professor of music, is available to a deserving and qualified music student. Applications must be made to the Department of Music.

The James McDougald Scholarship provides assistance to students first from Robeson County and second from Scotland County, N.C., on the basis of leadership and ethics, academic preparation, desire, community pride, and financial need.

The McGladrey & Pullen Scholarship, granted by the public accounting firm, McGladrey & Pullen, is awarded to a senior accounting major designated by the accounting faculty on the basis of merit, financial need, and interest in public accounting, and has a value of \$750.

The Robert A. and Margaret Pope McIntyre Scholarship is awarded annually, with preference given to students from Robeson County, N.C.

The Jasper L. Memory Fund provides scholarships to students selected by the Department of Education.

The Robert Lee Middleton Scholarship, donated by Sarah Edwards Middleton of Nashville, Tenn., in memory of her husband, is awarded on the basis of character, purpose, intelligence, and need, with preference given to the student planning to enter the field of literature, accounting, teaching, or the gospel ministry or other full-time religious work.

The Marcus C. Miller Scholarship Fund, donated by Marcus C. Miller of Chicago, Ill., is awarded to freshmen who have demonstrated ability in the innovative use of information technology.

The Mildred Bronson Miller Scholarship Fund, donated by Mildred B. Miller of Atlanta, Ga., is awarded to students on the basis of leadership, dedication, competitiveness, and citizenship.

The Hiram Abif Myers III Scholarship Fund, established in memory of Hiram Abif ("Bif") Myers who died early in his first year at Wake Forest, awards one scholarship to a senior from Roswell High School, Roswell, Ga., who best exemplifies the ideals and characteristics of Bif Myers. The candidate is recommended by the Roswell High School principal.

The Charlie and Addie Myers Memorial Scholarship is awarded to preministerial students or to students contributing to Christianity.

The George Thompson Noel, M.D., Memorial Scholarship is awarded on the basis of academic ability and financial need, with preference given to students from Cabarrus County and North Carolina. The Noel Scholarship is renewable for succeeding school years, provided the recipient demonstrates continuing need and ranks in the top third of his or her class.

The Norfleet Scholarships, donated by Mr. and Mrs. Eustace Norfleet of Wilmington, N.C., in memory of his parents, John A. and Mary Pope Norfleet, are available to deserving and promising students needing financial assistance.

The North Carolina Scholarships are made available by the North Carolina General Assembly and are awarded on the basis of financial need to full-time students who are bona fide residents of North Carolina.

North Carolina Student Incentive Grants are available to undergraduate residents of North Carolina with exceptional financial need who require these grants in order to attend college, for a value up to \$1,500 per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Gordon Alexander O'Brien Scholarship Fund, donated by Mrs. Verna O'Brien of Naples, Fla., is awarded on the basis of ability and need. Preference is given to students from Rockingham County, N.C.

The Curtis Eugene Overby Sr. Scholarship is awarded on the basis of academic ability, financial need, and outstanding leadership potential to a North Carolina junior or senior majoring in communication, with an interest in broadcasting. Preference is given to students from Forsyth, Rockingham, and Caswell counties.

The Benjamin Wingate Parham Scholarship, donated by Kate J. Parham of Oxford, N.C., in memory of her husband, is awarded on the basis of ability and need and may be renewed for succeeding years.

The H. Franklin Perritt III Memorial Scholarship Fund provides a scholarship of at least \$1,000 annually to one or more rising sophomores enrolled in the Reserve Officers' Training Corps. Selection is based upon outstanding leadership potential.

The Thomas F. Pettus Scholarships, administered by the North Carolina Baptist Foundation under the terms of the will of the late Thomas F. Pettus of Wilson County, N.C., make two or more scholarships available each year in memory of Mr. Pettus and are awarded on the basis of merit and need, with preference given to North Carolina Baptist students.

Presidential Aide Scholarships are awarded through a selection process with the Office of the President.

The Mark Christopher Pruitt Scholarship Fund is awarded to a junior or senior pre-medical student on the basis of need and merit.

The H. Ray Pullium Scholarship Fund, established by Mrs. H. Ray Pullium in honor of her husband, is awarded on the basis of ability and need. Preference is given to students from North Carolina Baptist Children's Homes.

The Beulah Lassiter and Kenneth Tyson Raynor Scholarships, donated by friends of the late Kenneth Tyson Raynor, professor of mathematics, are awarded annually by the Departments of English and Mathematics on the basis of academic ability to individuals who have achieved junior standing.

The Resident Technology Advisor Scholarships are awarded on a merit basis through the Office of Information Services.

The Oliver D. and Caroline Revell Scholarship is awarded to needy preministerial students or needy students entering full-time Christian service.

The Revelle Family Scholarship provides financial assistance to needy students from Northampton and Hertford counties, with second preference to students from other areas of northeastern N.C.

The Leroy and Teresa Robinson Scholarship Fund is awarded on the basis of financial need, with preference first to graduates of East Montgomery High School, second to other Montgomery County residents, and third to other North Carolina students.

The Roy O. Rodwell Sr. Scholarship, established by Roy O. Rodwell Jr. and Rebecca Tarry Rodwell of Durham and by Nancy Rand Rodwell of Chapel Hill, awards one scholarship each year, up to the cost of tuition, to an undergraduate student. Preference will be given to students who are current residents of North Carolina.

The George D. Rovere Scholarship Fund awards a scholarship annually to a student planning to become an athletic trainer.

The William Royall Scholarship Fund, given by family and friends of William Royall, provides a scholarship award for excellence in classical studies, with preference given to students planning to travel abroad to classical sites. Applications must be made to the Department of Classical Languages.

The William Lee Rudd and Ruth Crosby Rudd Scholarship is awarded to worthy and needy students majoring in religion.

The W.D. Sanders Scholarships, in the amount of \$750 to \$2,000 each, are awarded annually for language study in Germany or Austria. Sophomores, juniors, or seniors who have completed German 153 or above are eligible. The scholarships are designated, in order of priority, for summer language study, semester or year programs with the

Institute of European Studies (IES), or junior year abroad programs with other institutions. Applications should be made to the Department of German and Russian.

The Scales International Studies Fund, established in honor and recognition of Dr. James Ralph Scales and his outstanding contributions to international studies, provides support for undergraduate study outside the United States. Applications should be made to the Office of International Studies.

The Emily Crandall Shaw Scholarship in Liberal Arts is made through the Departments of Art, English, Music, and Theater to a student who best exemplifies a diverse interest in literature, art, music, and the theatre.

The Sara Jo Brownlow Shearer Scholarship is awarded to students specializing in the area of learning disabilities.

The Franklin R. Shirley Debate Scholarship, established in honor of the late Franklin R. Shirley, professor emeritus of speech communication, is awarded to a student who has debate experience and who successfully participates in the University's debate program.

The James F. Slate Fund provides an annual scholarship or loan to a student who plans a ministerial career. It is renewable upon evidence of a continuing need and interest in the ministry.

The Joseph Pleasant and Marguerite Nutt Sloan Memorial Scholarship, established by Patricia Sloan Mize in honor of her parents, is awarded annually to an applied music student on the basis of academic ability and need. It has a value of approximately \$500. Applications must be made to the Department of Music.

The Robert Forest Smith III Scholarship Fund, donated by the Rev. and Mrs. Robert Forest Smith Jr. and other citizens of Hickory, N.C., in memory of Robert Forest Smith III, is awarded to an entering first-year student who qualifies on the basis of need and distinction in high school government. Preference is given to those who plan to enter government service, with strong preference given to students exemplifying positive Christian principles. It has a value of \$1,000.

The Zachary T. Smith Leadership Scholarships, given by the Z. Smith Reynolds Foundation, provide scholarships to needy North Carolinians with outstanding evidence of and promise in leadership skills, often to reduce loan expectations for recipients.

The Ann Lewallan Spencer and Lewallan Family Scholarship Fund provides scholarships for children of alumni/ae on the basis of need.

Spires Travel Grants provide support for undergraduate study outside of the United States. Applications should be made to the Office of International Studies.

The Gilbert T. Stephenson Scholarship, established by Grace W. Stephenson in memory of her husband, is awarded on the basis of ability and need to a student from Kirby Township or Northampton County, N.C.

The Sigmund Sternberger Scholarships, donated by the Sigmund Sternberger Foundation, are for needy North Carolinians, with preference given to undergraduate students from Greensboro and Guilford County.

The John Belk Stevens Scholarship in Business, donated by the Belk Foundation in honor of John Belk Stevens, is given to senior business majors with particular interests in retailing or marketing and is based on academic merit.

The Edna and Ethel Stowe Scholarship is awarded to a first-year or upperclass student, with preference given to female students who have a physical handicap.

The J. W. Straughan Scholarship, donated by Mattie, Mable, and Alice Straughan in memory of their brother, J. W. Straughan, of Warsaw, N.C., with preference given to students from Duplin County, N.C., who are interested in pursuing a medical career (especially in the field of family practice), is for those who need financial assistance to continue their education.

The Amos Arthur Swann Scholarship Fund provides scholarships to needy students from Sevier County, Tenn., or other Tennessee counties.

The Ralph Judson Sykes Scholarship Fund provides scholarships to North Carolina residents on the basis of need, moral character, and outstanding Christian fellowship.

The Saddye Stephenson and Benjamin Louis Sykes Scholarship, donated by Charles L. Sykes and Ralph J. Sykes in memory of their mother and father, is awarded on the basis of Christian character, academic proficiency, and financial need, with preference given to first-year students from North Carolina. It is renewable.

The Walter Lowe Tatum Scholarship in Mathematics provides in alternate years a renewable merit scholarship. The stipends of \$500 each for the first two years are replaced by \$5,000 awards in each of the last two years, provided that the Tatum Scholar fulfills the expectation to enroll in and maintain a major in mathematics in the Department of Mathematics and Computer Science. Given by the late Samuel Tatum, a life trustee from Greensboro, and named in honor of his late brother, Dr. Walter Lowe Tatum, the Tatum Scholarship is renewable with a minimum 3.00 grade-point average (3.30 in mathematics) and an exemplary record of honor and conduct.

The Augustine John Taylor and Roby Ellis Taylor Accountancy Scholarship is awarded to accounting students, with preference given to students whose permanent residence is within 50 miles of Winston-Salem.

The H. Howell Taylor Jr. Risk Management Scholarship Fund, established by H. Howell Taylor of Denver, Col., is awarded though the Wayne Calloway School of Business and Accountancy to students interested in the Risk Management Internship Program.

The Russell Taylor Scholarship is awarded to a high school senior with a distinguished record in citizenship and scholarship. Preference is given to students planning careers in the areas of religion or law, students exemplifying positive principles of the Christian faith, needy students, and students from Iredell County, N.C.

The Thomas C. Taylor Scholarship Fund for International Studies provides scholarships for accountancy majors studying outside the United States, or studying international studies within the United States, on the basis of integrity, compassion, cooperativeness, and an accumulated record of outstanding academic achievement.

The Teague Scholarship Fund provides scholarships to needy students enrolled in the Wayne Calloway School of Business and Accountancy who express an interest in entrepreneurship.

The Lowell and Anne Smith Tillett Scholarship provides scholarships for undergraduate students studying in eastern Europe, Russia, and other countries in the former Soviet Union. The scholarship(s) may be awarded to pay tuition, living expenses, travel or other expenses incurred with respect to the foreign study.

The Harold Wayland and Nelle Futch Tribble Scholarship Fund, established to honor the late President Emeritus and Mrs. Tribble, provides a scholarship to students enrolled in the College who demonstrate superior academic ability.

The Kenneth Monroe Tucker Scholarship is awarded on the basis of academic merit, with preference given to students from Wilkes, New Hanover, or Brunswick counties, North Carolina. It may be renewed provided the recipient's cumulative average is in the upper twenty percent of his or her class.

The Tyner-Pitman Scholarship Fund, donated by Cora Tyner Pitman, makes available at least one scholarship for needy North Carolina students.

The Gerald C. Wallace Jr. Scholarship Fund, established by R. Douglas MacIntyre and Elizabeth W. MacIntyre of Atlanta, Ga., provides awards to needy students from North Carolina, South Carolina, and Georgia.

The John W. Ward Jr. Scholarship is awarded on the basis of demonstrated need, with preference given to students from Robeson County, N.C.

The Brian James Watkins Scholarship Fund is awarded on the basis of demonstrated leadership ability, community involvement, and character, with preference to students from North Carolina, Mississippi, and Delaware.

The Watkins-Richardson Scholarship is awarded on the basis of academic ability and outstanding leadership potential to students from the southeastern United States. Watkins-Richardson Scholarship awards are renewable for succeeding school years, provided the recipient ranks in the top third of his or her class and continues to display leadership potential.

The Lettie Pate Whitehead Scholarships provide support to needy Christian women students from the nine Southeastern states.

The Alexander Hines Whitley Jr. Scholarship is awarded to qualified students selected by the Committee on Scholarships and Student Aid.

The A. Tab Williams Scholarship Fund provides scholarships to needy North Carolinians.

The Jesse A. Williams Scholarships, created under the will of the late Jesse A. Williams of Union County, N.C., give preference to deserving students of Union County.

The Leonidas Polk Williams Sr. Scholarship Fund was established to provide aid to students from Chowan and Camden counties, N.C., on the basis of merit.

The John G. Williard Scholarship is awarded to middle income students, with preference given to students from Davie County, N.C.

The James Bennett Willis Scholarship Fund, established by James B. Willis of Hamlet, N.C., gives preference to needy North Carolina Baptist students interested in the ministry and Christian education. Applications must be made to the Departments of Religion or Philosophy.

The Marie Thornton Willis and Miriam Carlyle Willis Scholarship Fund, established by James B. Willis in memory of his wife and daughter, gives preference to needy North Carolina Baptist students who are interested in all phases of the ministry of music.

The Charles Littell Wilson Scholarship, created under the will of Jennie Mayes Wilson in memory of her husband, Charles Littell Wilson, is for a needy student.

The O. W. Wilson-Yancey County Scholarships, created under the will of O. W. Wilson of Yancey County, N.C., are awarded to students from Yancey County who have excellent academic records and who demonstrate need.

The Phillip W. Wilson/Peat Marwick Memorial Scholarship, established as a memorial to Phillip W. Wilson by his friends, colleagues, and family, is awarded to a senior accountancy major who has demonstrated leadership skills, outstanding interpersonal skills, and a strong commitment to the community and the accounting profession. The recipient must also be in the top fifth of his or her class based on grade-point average within the Calloway School of Business and Accountancy.

The William H. and Anne M. Woody Memorial Scholarship is awarded on the basis of character, scholastic achievement, and financial need, with preference given to students from Person County, N.C., and to students intending careers in medicine, education, or ministry.

The William Luther Wyatt III Scholarship Trust, donated by Mr. and Mrs. William L. Wyatt Jr. of Raleigh, in memory of their son, William Luther Wyatt III, with preference given to a male student entering the junior year who has shown an interest and an ability in the field of biology, is based on need and ability.

The Matthew T. Yates Scholarship Fund awards scholarships to the children of missionaries of the Foreign Mission Board of the Southern Baptist Convention on the basis of merit and need. The applicant must notify the Office of Financial Aid of his or her eligibility to be considered for this award.

Federal Financial Aid Programs

The federal government, through the Department of Education, sponsors a number of aid programs to help pay college costs. Among these programs are Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Federal Work-Study (FWS), Federal Perkins Loans, and Federal Family Education Loans (including Federal Stafford Loans, both subsidized and unsubsidized, and PLUS Loans).

To receive assistance through these programs, a student must complete the necessary applications, meet basic eligibility requirements, and maintain satisfactory academic progress, earning a minimum of 12 credits per semester of enrollment with a grade-point average at or above the published minimum level for continued enrollment. A copy of the full policy on satisfactory academic progress is available upon written request from the financial aid office.

Federal aid programs are described more fully in the Wake Forest University brochure, "Need-Based Financial Aid Information," and in the federal publication, "The Student Guide," available upon request from the Financial Aid Office and the U.S. Department of Education.

Exchange Scholarships

The German Exchange Scholarship, established in 1959 with the Free University of Berlin, is available to a student with at least two years of college German or the equivalent, who has junior standing by the end of the semester in which application is made, but who need not be a German major. It provides 850 German marks per month for ten months, remission of fees, 200 marks per semester for books, and 300 marks per month for rent. (Interested students should communicate with the chair of the Department of German.)

The Spanish Exchange Scholarships are available for study at the University of the Andes in Bogotá, Colombia, and at the University of Burgos in Spain. The Bogotá scholarship may be awarded to two students for one semester's study each or to one student for two semesters. Applicants must have completed at least two years of college Spanish or the equivalent. Scholarships provide remission of fees and the cost of books, board, and accommodations. (Interested students should communicate with Professor Candelas Gala in the Department of Romance Languages.)

The French Exchange Scholarship, established with the University of Burgundy, France, is available to a graduating senior, who receives a graduate teaching assistantship at a lycée in Dijon for two semesters. (Interested students should communicate with the chair of the Department of Romance Languages.)

Loans

The James F. and Mary Z. Bryan Foundation Student Loan Plan is for residents of North Carolina enrolled full-time for a value of up to \$7,500 for undergraduate study. The amount of each loan is determined by the College Foundation, with an interest rate of 1 percent during the in-school and grace periods and 7 percent during the repayment period.

The Bushnell Baptist Church Loan Fund, established in 1945 with funds supplied by the Bushnell Baptist Church of Fontana Dam, N.C., is for needy students.

The Council Fund, established in 1935 by C. T. Council of Durham, is for the aid of senior students.

The James W. Denmark Loan Fund, originated in 1875 by James William Denmark of Dudley, N.C., is available to qualified students, with preference given to students from North Carolina, for an amount not exceeding \$2,500 each year and \$10,000 during the entire period of enrollment.

The Olivia Dunn Student Loan Fund, established under the will of Birdie Dunn of Wake County, N.C., in memory of her mother, is for needy students.

The Duplin County Loan Fund, donated in 1942 by anonymous friends of the College, is limited to students from Duplin County, N.C.

The Elliott B. Earnshaw Loan Fund, established by the Board of Trustees, is a memorial to the former bursar.

The Friendly Student Loan Fund, established in 1948 by Nell E. Stinson of Raleigh, in memory of her sister, Mary Belle Stinson Michael, is for the benefit of worthy students who need financial aid.

The George Foster Hankins Loan Fund, established under the will of George Foster Hankins of Lexington, gives preference to applicants from Davidson County, N.C.

The Harris Memorial Loan Fund, established by the late J. P. Harris of Bethel, N.C., in memory of his first wife, Lucy Shearon Harris, and his second wife, Lucy Jones Harris, is for students who have demonstrated ability to apply educational advantages to the rendition of enriched and greater Christian service in life and who require financial assistance to prevent the disruption of their education.

The Hutchins Student Loan Fund, originated by Robert W. Hutchins Jr. on behalf of himself and his late wife, Nancy D. Hutchins of Winston-Salem, is in honor of members of the Hutchins' family who have attended Wake Forest and is for the benefit of needy undergraduate students.

The Edna Tyner Langston Fund, established in 1942 by Henry J. Langston of Danville, Va., in memory of his wife, is available to a student agreed upon by the donor and the College.

The Watts Norton Loan Fund, established in 1949 by L. Watts Norton of Durham, is for worthy students enrolled with the Department of Religion who need financial assistance.

The Powers Fund, established in 1944 by Frank P. Powers of Raleigh, in memory of his parents, Frank P. and Effie Reade Powers, is for the benefit of needy students, with preference given to orphans.

The Grover and Addy Raby Loan Fund, established in 1945 by J. G. Raby of Tarboro, N.C., in memory of his parents, gives preference to applicants from the First Baptist Church of Tarboro.

The James F. Slate Loan Fund, established in 1908 by J. F. Slate of Stokes County, N.C., is available for ministerial students who have been licensed to preach.

The Sidney G. Wallace Loan Fund, created under the will of Mrs. Blanche Wallace, is used to assist undergraduate students. Preference is given to students studying in a Wake Forest-sponsored or approved overseas program.

Concessions

North Carolina Legislative Tuition Grants. The North Carolina General Assembly provides yearly grants to all legal residents of North Carolina. To be eligible a student must be enrolled for at least fourteen credits each semester (through October 1 in the fall and through the tenth day of classes in the spring) and complete a Residency Form 100. The student must not have received a bachelor's degree previously. To receive the grant, the student must also complete an NCLTG application and return it to the financial aid office by a specified deadline.

Ministerial students receive an \$800 concession per year if they (1) have a written recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus 4 percent interest, in the event that they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

Children and spouses of pastors of North Carolina Baptist churches receive an \$800 concession per year if they are the children or spouses of (1) ministers, (2) missionaries of the Southern Baptist International Missions Board, (3) officials of the Baptist State Convention of North Carolina, or (4) professors in North Carolina Baptist colleges or universities who are ordained ministers. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the above concession receive a \$150 concession per year if their parent makes a living chiefly by the ministry and they have a demonstrated need.

Other Financial Aid

Church Choir Work Grants, given by the College and Wake Forest Baptist Church to encourage outstanding music students, are awarded on the basis of talent, reliability, and interest in the church on the recommendation of the music committee of the church and the Department of Music, for the value of \$300. (Interested students should communicate with the chair of the Department of Music.)

The Ministerial Aid Fund, established in 1897 by the estate of J. A. Melke, is available to preministerial students on a loan or grant program on the basis of merit and need, and, particularly in the case of grants, academic achievement.

Student/Student Spouse Employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time students. Summer employment may also be available. (Interested students should communicate with the Office of Financial Aid.)

Veterans' Benefits are administered by the Department of Veterans Affairs in the Federal Building at 251 North Main Street in Winston-Salem. Records of progress are kept by this institution on veteran and non-veteran students alike. Progress records are furnished to the students, veterans and non-veterans alike, at the end of each scheduled school term.

Outside Assistance

Students who apply for financial aid from Wake Forest must advise the Financial Aid Office if they receive any assistance from outside organizations, including but not limited to National Merit or Achievement Scholarships; College Scholarship Service-sponsored scholarships; local, state, and national scholarship and loan programs. This outside assistance will be considered when the financial aid award is calculated.

SPECIAL PROGRAMS

Students in the College are encouraged to apply to special programs, both on and off campus, which correspond to their abilities and interests. These include the programs described below and the special degrees, minors, and concentrations described on page 59 and beyond.

Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under *Courses of Instruction*. Under the supervision of the coordinator of the Honors Program, students may participate in three or more honors seminars during the first, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade-point average of 3.0 in all work, a student may be graduated with the distinction "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular discipline. The minimum requirement is a grade-point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements vary from one department to another.

Open Curriculum

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education but not necessarily fulfilling all basic and divisional requirements for the degree. Under the Committee on Open Curriculum, a limited number of students are selected by previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the lower division is designed by the student and his or her adviser.

Study at Salem College

For full-time students, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because they are not offered at the other. An application must be approved by the academic adviser and the dean of the College or the dean of the Wayne Calloway School of Business and Accountancy. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College are evaluated as if they were earned at Wake Forest.

INTERNATIONAL STUDIES

Office of International Studies

The Office of International Studies provides information on all programs in international studies. Students interested in studying abroad should visit the office for assistance and program information. Any student seeking credit for non-Wake Forest courses taken overseas for either the summer, semester, or year is required to schedule an appointment with the Office of International Studies for program approval and a course approval form. For detailed information on study abroad in a non-Wake Forest program see page 58.

The office also administers the international studies minor. For a full description of the minor see page 143.

International Students

International students can obtain information and assistance in the Office of International Studies.

Residential Language Centers

For students prepared to speak French or German on a regular basis with other students studying the same language, the University offers residential language centers coordinated by members of the Romance languages department and the German and Russian department. Such students attend regular classes on the campus. Organized social and conversational programs are available in all these languages.

International Studies House

Students interested in international studies who would like to live with other students sharing these interests may apply to live in an International Studies House. Further information may be obtained in the Office of International Studies.

Foreign Area Studies

The Foreign Area Studies program enables students to choose an interdisciplinary concentration in the language and culture of a foreign area. For a full description of these programs, see page 65 and the various listings under Courses of Instruction.

Opportunities for Study Abroad

Wake Forest Programs

Ecuador (Quito)

Students who wish to take intermediate (second year) Spanish in an immersion setting may apply for Wake Forest's summer program at the Pontificia Universidad Católica del Ecuador in Quito. This six-week program, designed for students with one year of college Spanish or the equivalent, offers a 10-credit intensive course in Spanish language and the cultures of the Hispanic world. Students who have already taken Spanish 153 or any more advanced course in the language are ineligible for this program. Further information may be obtained in the Department of Romance Languages.

England (London)

A program of study is offered each semester at Worrell House, the University's residential center near Regent's Park in London. Courses typically encompass aspects of the art, theater, literature, and history of London and Great Britain. (See, for example, Art 2320, *English Art, Hogarth to the Present*, and History 2260, *History of London*, in the course listings of those departments.) Each term a different member of the faculty serves as the director of the program, which accommodates sixteen students. Further information may be obtained in the Office of International Studies.

Italy (Venice)

Students wishing to spend a semester in Italy may apply to study at Casa Artom, the University's residential center on the Grand Canal in Venice. Under the direction of various members of the faculty, approximately twenty students per semester focus on the heritage and culture of Venice and Italy. (Courses offered usually include Art 2693, *Venetian Renaissance Art*; Italian 2213, *Spoken Italian*; Italian 215, *Introduction to Italian Literature I*; Italian 216, *Introduction to Italian Literature II*; and other courses offered by the faculty member serving as director.) Students selected for the Venice program are required to have completed elementary training in Italian. Limited scholarship aid is available to one or two students each semester to assist with expenses. Further information may be obtained in the Office of International Studies.

France (Dijon)

Students wishing to study in France may apply for a semester's instruction at the University of Burgundy. Under the direction of a faculty residential adviser from the

Department of Romance Languages, courses are taken at the University of Burgundy by student groups of varying levels of preparation. (A major in French is not required, but French 220 or its equivalent is recommended.)

Spain (Salamanca)

Students wishing to study in Spain may apply for a semester's instruction at the University of Salamanca. Under the direction of a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Salamanca by student groups of varying levels of preparation. (Students need not major in Spanish, but Spanish 220 or its equivalent is required.)

Institute of European Studies

Students who wish to spend a semester or year in a German- or Slavic-speaking country may apply to programs of study available through the Institute of European Studies. Qualified Wake Forest applicants may study during their junior or senior year in Berlin or Freiburg, Germany; or Vienna, Austria. Interested students should contact the Department of German and Russian.

China (Beijing)

Students who wish to study in China may apply to participate in the Wake Forest/SASASAAS Program in Beijing, Peoples Republic of China. Offered in the fall semester, the program includes courses in both Chinese language and culture. It is open to students with no previous knowledge of Chinese or to those wishing to continue their study of the language. Further information may be obtained in the Office of International Studies.

Japan (Hiratsuka)

For students wishing to study in Japan, Wake Forest offers a fall semester in Tokai University, outside Tokyo. Coursework focuses on Japanese language and culture: one course is taught by a Wake Forest professor; another course is taught by Japanese faculty members, in English, on various aspects of Japanese society; a third course is the Japanese language at the appropriate level. No prior knowledge of Japanese is required. Further information may be obtained in the Office of International Studies.

Russia

One or two students wishing to study individually in Russia can apply to spend a fall or spring semester at Moscow State University each year. The requirements are a good academic record and the ability to attend and pass classes that are taught entirely in Russian. For more information, contact William Hamilton, associate dean of the College.

Study Abroad in Non-Wake Forest Programs

Students wishing to study abroad in a non-Wake Forest program must visit the Office of International Studies for assistance. The office maintains a sizable collection of material on a wide variety of overseas programs. All students planning to study in non-Wake Forest programs in other countries for a summer, a semester or a year must obtain advance approval for their program from the Office of International Studies. An Approval Form for Study Outside the United States, available in the Office of International Studies, must be completed once one is accepted into a program. Using that form, the office will determine what approvals are required prior to departure, and will advise the student in the completion of the required Approval Form. In no case may a student undertake study elsewhere without completing this process in advance to the satisfaction of the Office of International Studies, the Registrar, and the academic departments which oversee the granting of credit for each course. A process exists so that normally students who successfully complete a full semester in a non-Wake Forest program will receive sixteen (16) credits. For further information, consult with the Office of International Studies.

Students may request to have scholarship and financial aid applied to approved non-Wake Forest programs. Further information is available in the Office of International Studies and the Office of Financial Aid.



REQUIREMENTS FOR DEGREES

Degrees Offered

The College offers undergraduate programs leading to the bachelor of arts and bachelor of science degrees. The bachelor of arts degree is conferred with a major in anthropology, art history, studio art, chemistry, classical studies, communication, economics, English, French, German, Greek, history, Latin, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish, or theater. The bachelor of science degree is conferred with a major in biology, chemistry, computer science, health and exercise science, mathematical business, mathematical economics, mathematics, or physics. The bachelor of arts degree is available with a major in elementary education or education with a state teacher's certificate in social studies. The bachelor of science degree is available with a major in education with a state teacher's certificate in science. The bachelor of science degree may be conferred in combined curricula in dentistry, engineering, forestry and environmental studies, medical technology, and the physician assistant program.

The Wayne Calloway School of Business and Accountancy offers undergraduate programs leading to the bachelor of science degree with a major in business, analytical finance, or mathematical business; and offers a five-year program of study leading to a bachelor of science and a master of science degree with a major in professional accountancy. (See page 228 of this bulletin.)

A student who receives the bachelor of arts or bachelor of science degree may not receive another bachelor's degree from Wake Forest.

General Requirements

Students in the College have considerable flexibility in planning their courses of study. Except for two semesters of required health and exercise science courses, only three specific courses are required, the writing seminar, one in a foreign language, and a first-year seminar. To complete preparation for more specialized work in a major field or fields, students select courses in each of five divisions of the undergraduate curriculum: (1) literature; (2) the natural sciences and mathematics; (3) history, religion, and philosophy; (4) the social and behavioral sciences; and (5) the fine arts. Normally the basic and divisional requirements are completed in the first and sophomore years and the requirements in the field or fields of the major are completed in the junior and senior years.

All students must complete (1) the basic and divisional requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses, for a total of 144 credits. No more than sixteen credits toward graduation may be earned from among all of the following courses: Education 353; all military science courses; Music 111-121 (ensemble courses); Dance 128; and elective 100-level courses in health and exercise science. A cross-listed course may be taken one time for credit toward graduation, unless otherwise specified by the course description.

All students must earn a C average on all work attempted at all colleges and universities and on all work attempted in Wake Forest College and the Wayne Calloway School of Business and Accountancy. Of the 144 credits required for graduation, at least 72 must be completed in the undergraduate schools of Wake Forest University, including the work

of the senior year (except for combined degree curricula). All financial obligations to the University must be discharged.

A student has the privilege of graduating under the requirements of the bulletin of the year in which he or she enters, except in the case of major or minor requirements which are those in effect during the term in which a student begins taking courses after the declaration of a major or minor. If course work is not completed within six years of entrance, the student must fulfill the requirements for the class in which he or she graduates.

Basic Requirements

All students must complete three required basic courses (unless exempted through procedures established by the departments concerned):

- A first-year seminar*
- English 111 (writing seminar)*
- Foreign language (literature), one course from among the following:*
 - French 213, 215, 216, 217, or the equivalent*
 - Spanish 213, 217, 218, or the equivalent*
 - Italian 215, 216, or the equivalent*
 - German 215 or 216*
 - Russian 215 or 216*
 - Greek 211 or 212*
 - Latin 211, 212, or 216*
 - Near Eastern Languages & Literature 211 or 212 (Hebrew)*
 - Japanese 211*
 - Chinese 211*
- Health and Exercise Science 100 and 101*

A note about the Language Placement procdures: All students new to Wake Forest with some high school language courses must meet at a testing site to take the placement exam to determine their language placement or, in the case of students with Advanced Placement scores of 4 or above (in Language or Literature), to register their AP scores and discuss their options. Students will not receive credit for a class at a lower level than that at which they placed on the placement exam, unless they a) register for the class in which they placed; b) attend a few class meetings; c) consult with their professor; d) and then successfully appeal their placement to the language placement appeals officers of the Department and be reassigned to a lower level course.

Divisional Requirements

All students must complete courses as specified below in each of the five divisions of the undergraduate curriculum (unless exempted by completion of advanced placement requirements or by participation in the open curriculum):

Division I. Literature (two courses; no more than one course from any one of the three groups)

1. English literature (English 160 or 165)
2. American literature (English 170 or 175)
3. Foreign literature (other than the course used for the basic requirement)
 - Classical languages
 - Greek 211, 212, 231, 241, or 242
 - Latin 211, 212, 216, 221, 225, or 226
 - German 215 or 216
 - Chinese 211
 - Near Eastern Languages & Literature 211 or 212 (Hebrew)
 - Japanese 211
 - Romance languages (French, Italian, or Spanish) literature
 - Russian 215 or 216
 - In English translation:
 - Classics 255, 261, 263, 264, 265, or 272
 - Humanities 213, 214, 215, 216, 217, 218, 219, 221, or 222

Division II. The Natural Sciences and Mathematics (three courses, selected from two of the four groups)

1. Biology 111, 112, 113 (if one course, 111; if two courses, the pair must include 111)
2. Chemistry 108, 111 (with 111L), 116 (with 116L), 120* (unless advanced preparation indicates a higher course); if one course, 108, 111 (with 111L), or 120; if two courses, 111 (with 111L), 116 (with 116L), or 111 (with 111L), 120*
3. Physics 109, 110, 113, 114, 120*
4. Mathematics 108, 109, 111, 112, 117, Computer Science 111 (any one; if two, the pair must include Mathematics 108 or Mathematics 111 but not both)

* Credit not allowed for both Chemistry 120 and Physics 120.

Division III. History, Religion, and Philosophy (three courses; no more than one course from each group)

1. History 101, 102, 103, or 104
2. Religion 101, 102, or 103
3. Philosophy 111

Division IV. The Social and Behavioral Sciences (three courses, no more than one from any one department)

1. Anthropology 101
2. Economics 150
3. Politics 113, 114, 115, or 116
4. Psychology 151
5. Sociology 151, 152, 153, or 154

Division V. *The Fine Arts* (one course)

- 1. Art 103, 104, or 111
- 2. Music 101, 102, 109, 181, or 182
- 3. Theater 110 or 112
- 4. Dance 202

Requirement in Health and Exercise Science

All students must complete Health and Exercise Science 100 and 101. This requirement must be met before enrollment in additional health and exercise science elective courses, and in any case before the end of the second year.

Proficiency in the Use of English

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A *composition condition*, indicated by *cc* with the grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous credits in composition. The writing of transfer students is evaluated during the orientation period each term, and students whose writing is deficient are given a *composition condition*.

A student who has been assigned a *cc* will receive a "Not Reported" for the course. The student will have *one semester* in which to work in the Writing Center, revising the course work to the instructor's satisfaction. If the student fails to work in the Writing Center, or fails to revise the work to the instructor's satisfaction, the grade will become an "F" automatically, unless some action is taken by the instructor. (If extenuating circumstances make it impossible for the student to make significant progress in a semester, the student may appeal to the dean's office for an additional semester of work to remove the "NR.") Removal of the deficiency is prerequisite to graduation.

Basic and Divisional Requirements

The basic and divisional requirements are intended to introduce the student to various fields of knowledge and to lay the foundation for concentration in a major subject and related fields during the junior and senior years. For these reasons, as many of the requirements as feasible should be taken in the first and sophomore years.

No course requirements may be set aside or replaced by substitutes except through regular procedures already established by the faculty, or through a specific vote of the faculty in regular session.

Declaring a Major

To enter upon a major, a student should have earned at least sixty credits. The normal time for reaching this point is the end of the second semester of the sophomore year. Thirty days before the end of the sophomore year, each student who will have acquired the requisite credits by the end of the semester or the end of the summer school is required to indicate to the registrar and to the department or departments concerned the selection of a major

for concentration during the junior and senior years. Before this selection is recorded by the registrar, the student must present a written statement from the authorized representative of the department or departments indicating that the student has been accepted as a candidate for the major in that department. An adviser is available to assist the student in planning a course of study for the junior and senior years. A department which rejects a student as a major must file with the dean of the College a written statement indicating the reason(s) for the rejection.

If thirty days before the end of the sophomore year a student sees that he or she will begin the fifth semester without attaining sixty credits, he or she should consult the registrar's office about the proper course to follow.

A student wishing to major in business, analytical finance, mathematical business, or the five-year accounting program, should make application to the Wayne Calloway School of Business and Accountancy. (See page 228 of this bulletin.)

The undergraduate schools try to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the undergraduate schools cannot guarantee the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the initial declaration, a student may not change from one major to another without the approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser.

At least half of the major must be completed at Wake Forest University.

The following fields of study are recognized for the major: accounting, analytical finance, anthropology, art history, studio art, biology, business, chemistry, classical studies, communication, computer science, economics, education, English, French, German, Greek, health and exercise science, history, Latin, mathematical business, mathematical economics, mathematics, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish, and theater.

Maximum Number of Courses in a Department

Within the College, a maximum of 48 credits in a single field of study is allowed within the 144 credits required for graduation. Fifty-six credits toward graduation are allowed in any department authorized to offer two fields of study or more, except for the Department of Mathematics and Computer Science.

These stipulations exclude required related courses from other departments. They further exclude, for students majoring in English, English 111; and, for students majoring in a foreign language, elementary courses in that language. These limits may be exceeded in unusual circumstances only by action of the dean of the College.

Options for Meeting Major Requirements

For purposes of satisfying graduation requirements, a student must select one, and only one, of the following options, which will receive official recognition on the student's permanent record: (1) a single major, (2) a joint major, (3) a single major and a

minor, (4) a single major and a double minor, (5) a double major. *In addition to the options above, a student may complete the requirements of a foreign area studies program.*

Double Majors and Joint Majors

A student may major in two departments in the College with the written permission of the chair of each of the departments and on condition that the student meet all requirements for the major in both departments. A student may *not* use the same course to meet requirements in both of the majors. For administrative purposes, the student must designate one of the two fields as the primary major, which appears first on the student’s record. For purposes of the double major, the Department of Mathematics and Computer Science is considered as two departments.

A joint major consisting of fifty-six credits in two fields of study is available in classical studies, mathematical business, and mathematical economics.

Minors

A minor is not required. Those students, however, who select a single major—not those working toward a double or joint major—may choose a minor field from among the following: anthropology, art history, studio art, astrophysics, biology, chemistry, communication, computer science, dance, economics, educational studies, professional education, English, French language and culture, French literature, German, Greek, history, Italian, journalism, Latin, mathematics, music, philosophy, physics, politics, psychology, religion, Russian, sociology, Spanish, and theater.

For details of the various minors, see the appropriate departmental headings in the section of this bulletin that lists course offerings.

Interdisciplinary Minors

Interdisciplinary minors are listed alphabetically under Courses of Instruction in the bulletin. The following programs are offered:

- American Ethnic Studies* (page 68)
- Asian Studies* (page 77)
- Cultural Resource Preservation* (page 97)
- Early Christian Studies* (page 98)
- Environmental Studies* (page 119)
- Humanities* (page 136)
- International Studies* (page 143)
- Latin American Studies* (page 147)
- Linguistics* (page 148)
- Medieval Studies* (page 156)
- Russian and East European Studies* (page 203)
- Urban Studies* (page 215)
- Women’s Studies* (page 215)

Foreign Area Studies

The foreign area studies programs enable students to choose an interdisciplinary concentration in the language and culture of a foreign area. An area studies concentration may include courses in the major and also in the minor field, if a minor is chosen. Foreign area studies programs do not replace majors or minors; they may supplement either or both. A faculty adviser coordinates each foreign area studies program and advises students, and students who wish to participate in one of these programs must consult with the program coordinator, preferably in their sophomore year. Questions also may be directed to the Office of International Studies.

Foreign area studies are listed alphabetically under Courses of Instruction in the bulletin. The following programs are offered:

East Asian Studies (page 101)

German Studies (page 124)

Italian Studies (page 144)

Spanish Studies (page 209)

Senior Testing

All seniors are required to participate in a testing program designed to provide objective evidence of educational development and employing measures of academic achievement such as selected portions of the Graduate Record Examination and other tests deemed appropriate by the Committee on Academic Affairs. The tests are administered during the spring semester, and relevant results are made available to the student for his or her information. The primary purpose of the program is to provide the University with information for assessing the total educational process. The program does not supplant the regular administration of the Graduate Record Examination for students applying for admission to graduate school.

Combined Degrees in Medical Technology

Students may qualify for the bachelor of science degree in medical technology by completion of the academic requirements outlined in the following paragraph and by satisfactory completion of the full program in medical technology offered by the Division of Allied Health Programs of the Wake Forest School of Medicine. A grade of at least C is required in all courses taken in the program in medical technology. At least one year (thirty-six credits) of the required academic work must be completed in the College. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than in May.)

Students seeking admission to the program must file application in the fall of the junior year with the Division of Allied Health Programs of the medical school. Selection is based upon recommendations of teachers, college academic record, Allied Health Professions Admissions Test score, impressions made in personal interviews, and work experience (not essential, but important). Students must complete the basic course requirements; the divisional course requirements in Divisions I, III, and IV; the health and exercise science

requirement; Biology 111, 112, 113, 214 (three courses or equivalents); Biology 326; Chemistry 111/111L, 116/116L, 221/221L, and 222/222L; mathematics (one course); and electives for a total of 108 credits. Desirable electives outside the area of chemistry and biology include physics, data processing, and personnel and management courses. (Interested students should consult a biology department faculty member during the first year for further information.)

Degrees in the Physician Assistant Program

Wake Forest students may apply for entry into the Physician Assistant Program either of two ways:

A. The degree in the Physician Assistant Program, a combined 3+2 program, open to no more than two students a year

No more than two students a year may qualify for the bachelor of science degree in the Physician Assistant Program by completing three years (108 credits) in the College with a minimum average grade level of C, and by satisfactory completion of the full twenty-four-month course in the Physician Assistant Program offered by the Division of Allied Health Programs of the Wake Forest University School of Medicine. This 3+2 contract program requires that at least one year (thirty-six credits) of the required academic work must be completed in the College. Candidates for the degree must complete the basic course requirements, the divisional course requirements, the health and exercise science requirement, and at least four courses in biology (including one year in anatomy-physiology or one semester each of anatomy and physiology, and in microbiology). At least four courses in the social sciences (including sociology, psychology, and economics), a course in statistics, and three or four courses in chemistry are recommended. Applicants to the program must have a minimum of six months of clinical experience in patient care services. Interested students should consult the health professions adviser during the first year for further information.

B. Certificate of Completion, for regularly-graduating four-year students

Students intending to graduate regularly must apply no later than January 1 of the senior year. They must have completed two courses in general biology, two courses in general chemistry, and one full year of anatomy and physiology (or one semester each of anatomy and physiology). One course in microbiology is strongly recommended. Applicants must have one thousand hours of clinical experience in patient care services. Interested students should consult the health professions adviser for further information.

Degrees in Dentistry

A student may fulfill the requirements for the bachelor of science degree with a major in dentistry by completing three years of work in the College with a minimum average grade of C, and by satisfactorily completing the first two years of work in one of certain approved dental schools designated by the University, with a record entitling advancement to the third-year class.

Degrees in Engineering

The College cooperates with North Carolina State University and other engineering schools in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three years in the College and approximately two years in one of the schools of engineering. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Admission to Wake Forest does not guarantee admission to the engineering school. Those decisions are based on the student's transcript, performance, and status at the time of application. Upon successful completion of the five years of study, the student receives the bachelor of science degree in engineering from the University and the bachelor of science degree in one of the specialized engineering fields from the engineering school.

The curriculum for the first three years must include all the basic and divisional requirements and additional courses in science and mathematics which will prepare the student for the study of engineering, such as Mathematics 111, 112, 251, 301, 302, and 304; Physics 113, 114, 141, 162, 165, and 166; Chemistry 111, 111L, 116, and 116L; and Economics 150.

These electives are chosen in consultation with the chair of the Department of Physics.

Degrees in Forestry and Environmental Studies

The College cooperates with the Duke University School of Forestry and Environmental Studies to offer students interested in these areas the possibility of earning both bachelor's and master's degrees within five years. For details about the program, students should consult a faculty member in the biology department.

Five-Year Cooperative Degree Program in Latin American Studies

Wake Forest and Georgetown universities have instituted a Five-Year Cooperative Degree Program in Latin American Studies. Under this program, undergraduate students who minor in Latin American Studies may apply to have a limited number of credits from their undergraduate work count toward a master's degree in Latin American Studies at Georgetown University in Washington, D.C. The BA degree is awarded by Wake Forest, while the master's degree is awarded by Georgetown. Those whose application is accepted may complete both their BA and MA degrees in a five-year period. To apply for the combined BA/MA, students should declare an interest in the Five-Year Cooperative Degree program during their junior year. Students must then complete the regular Georgetown graduate application process and seek formal acceptance to the MA program during their senior year. The five-year program is an opportunity for exceptional students to complete degree requirements at an accelerated pace. Interested students should contact the five-year degree program coordinator, Peter Siavelis, assistant professor of politics.

C O U R S E S O F I N S T R U C T I O N

Plans of study, course descriptions, and the identification of instructors apply to the academic year 1997-98 unless otherwise noted, and reflect official faculty action through March 18, 1998.

The University reserves the right to change programs of study, academic requirements, assignment of lecturers, or the announced calendar. The courses listed in this Bulletin are not necessarily taught every year; their availability is a function of both staffing constraints and student demand. While no guarantees about future scheduling can be made, students are encouraged to alert their advisers and department heads to their needs and desires as soon as they can be foreseen. For an exact list of courses offered in each particular semester and summer, students consult the course schedules issued by the Office of the Registrar during the preceding term.

Odd-numbered courses are normally taught in the fall, even-numbered in the spring. Exceptions are noted after course descriptions. Number of credits is shown by numerals immediately after the course title—for example, (3) or (3,3). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites for a course.

Courses 101-199 are primarily for first-year students and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduate students. Graduate courses are described in the bulletin of the Graduate School.

American Ethnic Studies

(Interdisciplinary Minor)

Earl Smith (Sociology), Director

The interdisciplinary minor in American Ethnic Studies requires twenty-four credits. The student must take American Ethnic Studies 151, *Introduction to American Ethnic Studies*, during the second or third year at Wake Forest, and American Ethnic Studies 300, *Research in American Ethnic Studies*. At least one additional four-credit course must be taken from the behavioral and social sciences, and one from the humanities. This structure gives students an understanding of the interdisciplinary nature of American Ethnic Studies within the context of the traditional liberal arts curriculum.

151. Introduction to American Ethnic Studies. (4) A systematic survey of American ethnicity. An interdisciplinary approach to the examination of multiethnic America.

300. Research in American Ethnic Studies. (4) Survey of multidisciplinary methodologies used to study American ethnicity. Supervised research projects required.

Other courses may be chosen from a list on file in the office of the director of the program.

Anthropology

Carole L. Browne, Acting Chair

Professors David K. Evans, Jay R. Kaplan, Stanton K. Tefft,

David S. Weaver, J. Ned Woodall

Director/Curator, Museum of Anthropology/Associate Professor Mary Jane Berman

Adjunct Associate Professor Sara A. Quandt

Adjunct Assistant Professors Steven Folmar, Ronda C. Stavisky

Visiting Assistant Professor Nancy L. Nelson

Adjunct Instructor Beverly H. Hancock

A major in anthropology requires a minimum of forty credits and must include Anthropology 101, 201, 202, 203, 340, 390, and one course from each of the following three groups: **Methods** 378, 380, 381, 382, 383, 384, 387; **Subfield Topics** 305, 315, 332, 336, 337, 339, 342, 361, 362, 363, 366, 368, 370; **Area** 330, 358, 373, 374, 376, 377.

Students are encouraged but not required to enroll in a course offering intensive field research training. However, only four credits from Anthropology 381, 382 and four credits from Anthropology 383, 384 may be used to meet major requirements.

A minimum grade-point average of 2.0 in anthropology courses is required at the time the major is declared. A minimum grade-point average of 2.0 in all anthropology courses is required for graduation.

A minor in anthropology requires twenty-four credits and must include Anthropology 101, 201, 202, 203. Only one course (excluding Anthropology 101) can be taken under the pass/fail grading option and used to meet minor requirements. **Only four credits** from Anthropology 398, 399 may be used toward the minor. **Only four credits** from Anthropology 381, 382, 383, and 384 may be used to meet minor requirements and departmental permission must be obtained for minor credit in these courses.

To be graduated with the designation "Honors in Anthropology," highly qualified majors (3.5 grade-point average in anthropology) should apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information, members of the departmental faculty should be consulted.

101. General Anthropology. (4) Basic concepts of anthropology, focusing on human biological and socio-cultural evolution and an analysis of contemporary cultural diversity.

201. Archeology. (4) An introduction to the fundamentals of archeology, including the history of archeology, methods, theory, interpretation and conservation. P-Anthropology 101.

202. Biological Anthropology. (4) Introduction to biological anthropology, including human biology, variability and genetics, and primatology. P-Anthropology 101.

203. Cultural Anthropology. (4) Investigates and interprets the historic cultural diversity of the world's peoples and cultural transformations taking place in the modern world. P-Anthropology 101.

305. Museum Anthropology. (4) Examines the historical, social, and ideological forces shaping the development of museums. Emphasizes the history of anthropology, the formation of anthropological collections, representation, and the intellectual and social challenges facing museums today. P—Anthropology 201 or 203 or permission of instructor.

315. Material Culture Studies. (4) Explores the social and cultural roles of objects through the study of materials, technology, economy, context, and meaning. P—Anthropology 201 or 203 or permission of instructor.

330. Seeing World Cultures. (4) Focuses on selected cultures throughout the world to better understand these societies through the use of ethnographic literature and assesses the effectiveness of visual communication in conveying ideas about these cultures through the use of ethnographic videos and films. P—Anthropology 101.

332. Race, Gender, and Ethnicity. (4) Examines the biological and cultural bases of human identity as expressed in the concepts of race, ethnicity, gender, and sexuality. Cross-cultural data will be used to demonstrate the diversity of meanings associated with these concepts. P—Anthropology 101.

336. Myth, Ritual, and Symbolism. (4) Explores how people envision and manipulate the supernatural in cross-cultural perspective. Emphasizes functional aspects of religious beliefs and practices. P—Anthropology 101.

337. Economic Anthropology. (4) Examines the relationship between culture and the economy and its implications for applied anthropology. The variable nature and meaning of economic behavior will be examined in societies ranging from non-industrial to post-industrial. Discusses the impact of economic development programs, foreign aid and investment, technology transfer and a variety of other economic aid programs. P—Anthropology 101.

339. Culture and Nature. (2) A study of the reciprocal effects of the culture and nature relationship, with an emphasis on how different cultures define, use, and value nature.

340. Anthropological Theory. (4) A study and evaluation of the major anthropological theories of humans and society. The relevance and significance of these theories to modern anthropology are discussed. P—Anthropology 201 and 202 and 203, or permission of instructor.

342. Applied Anthropology. (4) Seminar exploring the ways anthropological concepts and data contribute to understanding and solving contemporary problems facing human populations everywhere. Emphasis will be on change and conflict situations in developing areas, but problems encountered by urban and industrialized cultures also are considered. P—Anthropology 203.

358. The American Indian. (2) Ethnology and prehistory of the American Indian. P—Anthropology 101.

361. Evolution of Human Behavior. (4) The application of Darwinian principles to the study of human nature and culture. Considers the existence, origin, and manifestation of human behavioral universals and the theoretical and practical implications of individual variability.

362. Medical Anthropology. (4) The impact of Western medical practices and theory on non-Western cultures and anthropological contributions to the solving of world health problems. P—Anthropology 101.

363. Primate Behavior and Biology. (4) Examines the evolution and adaptations of the order Primates. Considers the different ways that ecology and evolution shape social behavior. A special emphasis on the lifeways of monkeys and apes.

366. Human Evolution. (4) The paleontological evidence for early human evolution, with an emphasis on the first 5 million years of bio-cultural evolution. P—Anthropology 202 or permission of instructor.

368. Human Osteology. (4) A survey of human skeletal anatomy and analysis, emphasizing archeological and anthropological applications.

370. Old World Prehistory. (4) Survey of Old World prehistory, with particular attention to geological and climatological events affecting culture change. P—Anthropology 201 or permission of instructor.

373. Southwestern Archeology. (2) Prehistoric cultural development of the Mogollon, Hohokam, Anasazi, and associated groups. Topics include environment, early peopling of the Southwest, ceramic and architectural traditions, origins of agriculture, rise of social complexity, and abandonment.

374. Prehistory of North America. (4) The development of culture in North America as outlined by archeological research, with an emphasis on paleoecology and sociocultural processes. P—Anthropology 201 or permission of instructor.

376. Archeology of the Southeastern United States. (2) A study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture. P—Anthropology 101.

377. People and Cultures of the Southwest. (2) Survey of the major Native American cultures with emphasis on their history, contemporary ecology, economics, social, political, and religious organizations, artistic expression, and interaction and shared histories with Hispanic, Anglo, and other ethnic groups.

378. Conservation Archeology. (2) A study of the laws, regulations, policies, programs, and political processes used to conserve prehistoric and historic cultural resources.

380. Anthropological Statistics. (4) Basic statistics, emphasizing application in anthropological research. (A student who receives credit for this course may not also receive credit for Biology 380, Business 201, or Mathematics 109.)

381, 382. Archeological Research. (4,4) The recovery of anthropological data through archeological fieldwork. Students will learn archaeological survey, mapping, excavation, recording techniques and artifact and ecofact recovery and analysis. P—Anthropology 101 and permission of instructor.

383, 384. Field Research in Cultural Anthropology. (4,4) Training in techniques for the study of foreign cultures, carried out in the field. P—Anthropology 101 and permission of instructor.

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline. The course concentrates on problems of contemporary interest. P—Permission of instructor.

387. Ethnographic Research Methods. (4) Designed to familiarize students with ethnographic research methods and their application. Considers the epistemological, ethical, political, and psychological aspects of research. Laboratory experience and data analysis. P—Anthropology 203.

390. Student-Faculty Seminar. (4) A review of contemporary problems in the fields of archeology, and biological and cultural anthropology. P—Junior standing or permission of instructor.

398, 399. Individual Study. (1,2,3, or 4) A reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member. P—permission of instructor.

Art

Margaret S. Smith, Chair

Reynolds Professor Terisio Pignatti (Venice)

Professors Robert Knott, Margaret S. Smith

Associate Professors Bernadine Barnes, David L. Faber, Page H. Laughlin,

Harry B. Titus Jr.

Assistant Professors David Finn, John R. Pickel

Visiting Instructor Alix Hitchcock

Lecturer Brian Allen (London)

Assistant Lecturers Maria A. Chiari (Venice), Katie Scott (London)

Gallery Director Victor Faccinto

The department offers courses in the history of art and in the practice of drawing, painting, printmaking, and sculpture. A visiting artist program and varied exhibitions in the gallery of the Scales Fine Arts Center as well as internships in local cultural organizations supplement the regular academic program of the department.

The department offers two fields of study, art history and studio art. A major in art history requires forty credits in the department. Thirty-two credits are to be in art history, and eight credits are to be in studio art. A major in studio art requires forty credits in the department. Thirty-two credits are to be in studio art, and eight credits are to be in art history.

A minor in art history requires twenty credits in the department, sixteen in art history and four in studio art. A minor in studio art requires twenty credits in the department, sixteen in studio art and four in art history. Students may major in one field and minor in the other within a limit of fifty-six credits.

Any student interested in majoring or minoring in art should consult the chair of the art department.

Qualified students in both the art history and studio areas may ask to participate in the department's honors program. To be graduated with the designation "Honors in Art," students must execute a written project or create a body of work; the results of their efforts must be presented and defended before a committee of the departmental faculty. Interested students should consult any member of the department for additional information concerning the requirements for this program.

Art History

103. History of Western Art. (4) A historical introduction to the arts of various cultures and times with discussions of technique, style, methodology, and terms. Satisfies the Division V requirement.

104. Topics in World Art. (4) An examination of the visual arts in selected world cultures, with discussions of technique, style, methodology, and terms. Topics may include one or more of the following: the arts of China, Japan, India, Africa, Islamic cultures or the indigenous cultures of the Americas. Satisfies the Division V requirement.

231. American Art. (4) A survey of American painting and sculpture from the Colonial period through the Armory Show held in 1913 in New York.

233. American Architecture. (4) A survey of American architecture from 1650 to the present.

235. Art and Architecture of the South. (4) A survey of architecture, painting, and sculpture in the South from 1600 to the present.

241. Ancient Art. (4) A survey of architecture, painting, and sculpture from the prehistoric through the late Roman periods.

244. Greek Art. (4) A survey of architecture, painting, and sculpture from the prehistoric through the Hellenistic periods.

245. Roman Art. (4) A survey of Etruscan and Roman architecture, painting, and sculpture.

251. Women and Art. (4) A historical examination of the changing image of women in art and the role of women artists.

252. Romanesque Art. (4) Art and architecture from the Carolingian Renaissance through the twelfth century.

253. The Gothic Cathedral. (4) The character and evolution of Gothic cathedrals and the sculpture, stained glass, metalworks, and paintings designed for them.

254. Luxury Arts in the Middle Ages. (4) Medieval illuminated manuscripts and precious objects made of gold, silver, ivory, enamel, and other luxury materials are the subjects of this course.

258. The History of Prints. (4) A survey of the technical and stylistic developments in printmaking from the fifteenth century to the present. Special attention will be given to the function of prints in society. Student research will focus on prints in the University Print Collection.

259. The History of Photography. (4) A historical and critical survey of photography from its invention in 1826 to the present. Special attention to the medium's cultural and artistic reception.

268. Italian Renaissance Art. (4) The development of the art and architecture in Italy, from around 1300 to the late 16th century.

270. Northern Renaissance Art. (4) A survey of painting, sculpture, and printmaking in Northern Europe from the mid-fourteenth century through the sixteenth century.

271. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. *Offered in Dijon.*

272. Baroque Art. (4) A survey of European painting and sculpture from 1600 to 1700.

275. History of Landscape Architecture. (4) Study of garden design, beginning with Roman gardens and continuing through the creation of public parks in the nineteenth century.

281. Nineteenth Century Art. (4) A survey of European and American art from the French Revolution to 1900, emphasizing the major movements from Romanticism to Impressionism and Post-Impressionism.

282. Twentieth Century Art. (4) A survey of European and American painting and sculpture from 1900 to the present.

283. Impressionism. (4) A study of Impressionism and Post-Impressionism with an emphasis on stylistic innovations and the social and cultural context in which they were produced.

284. Contemporary American Art. (4) An intensive study of American painting and sculpture from 1950 to the present.

288. Modern Architecture. (4) A survey of European and American architecture from 1900 to the present.

291. Individual Study. (4) A course of independent study with faculty guidance.

292. Individual Study. (4) A course of independent study with faculty guidance.

293. Practicum. (4) Internships in local cultural organizations, to be arranged by the art department. Pass/fail.

296. Art History Seminar. (2,4) Offered by members of the faculty or visiting faculty on topics of their choice. A paper is required. P—Permission of instructor.

a. *Ancient Art*

b. *Medieval Art*

c. *Renaissance Art*

d. *Baroque Art*

e. *Modern Art*

f. *Contemporary Art*

g. *American Art*

h. *Modern Architecture*

i. *American Architecture*

j. *Special Topics*

299. International Studies in Art. (4) Offered by art department faculty in locations outside of the United States, on specific topics in art history or studio art. *Offered in the summer.*

2320. English Art, Hogarth to the Present. (4) A survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by special lecturer. *Offered in London.*

2693. Venetian Renaissance Art. (4) A survey of the art of the Venetian Renaissance, with slide lectures and museum visits. *Offered in Venice.*

Anthropology 320. The Anthropology of Art. (4) The arts (primarily visual) in folk and tribal cultures from comparative, structural, and functional points of view. P—Permission of instructor.

Studio Art*

111. Introduction to Studio Art Fundamentals. (4) Students will be introduced to basic elements of two-dimensional and three-dimensional fine art through hands-on experimentation and critical thinking. Six class hours per week. Satisfies the Division V requirement.

112. Introduction to Painting. (4) An introduction to painting fundamentals in a variety of contemporary styles in the oil or acrylic medium.

114. Introduction to Digital Media. (4) An introduction to basic concepts in computer generated art. No previous experience with computers required. Art 111 recommended as a prerequisite.

115. Introduction to Sculpture. (4) An introduction to basic sculptural styles and multimedia, with emphasis on contemporary concepts.

117. Introduction to Printmaking. (4) An introduction to one or more of the following areas of printmaking: lithography, intaglio, and silkscreen.

119. Introduction to Photography. (4) An introduction to photography as an expressive medium, including basic camera and darkroom techniques. Preference to art majors. Not open to students who have had Sociology 205.

**Prerequisites may be waived with permission of instructor.*

211. Intermediate Drawing. (4) Continuation of Art 111, with concentrated emphasis on drawing fundamentals and idea development in realistic and abstract styles, emphasizing composition, value, line, and form. Six class hours per week.

212. Intermediate Painting. (4) Continuation of Art 112, with concentrated emphasis on idea development. P—Art 112. May be repeated.

214. Intermediate Digital Art/Photography. (4) Intermediate computer-based and analog imaging techniques emphasizing multimedia through web page design, interactivity, hypertext and digital video. Topics include conventional darkroom-based photography, motion pictures, and digital art. P—Art 114 or Art 119.

215. Intermediate Sculpture. (4) Continuation of Art 115, with emphasis on idea development. P—Art 115. May be repeated.

217. Intermediate Printmaking. (4) Continuation of Art 117, with emphasis on idea development. P—Art 117. May be repeated.

218. Figure Drawing. (4) An introduction to figure drawing.

221. Advanced Drawing. (4) A course of individual study with faculty guidance. May be repeated. P—Art 211.

222. Advanced Painting. (4) A course of individual study with faculty guidance. May be repeated. P—Art 212.

224. Advanced Digital Art/Photography. (4) Semester-long digital projects working with faculty, staff, and fellow students to create web pages, interactive CD-ROMS, digital portfolios, and independent digital art and analog photography projects. Semester could also include internships within the University and in the community. P—Art 214.

225. Advanced Sculpture. (4) A course of individual study with faculty guidance. May be repeated. P—Art 215.

227. Advanced Printmaking. (4) A course of individual study with faculty guidance. May be repeated. P—Art 217.

290. Printmaking Workshop. (4) A workshop course exploring relief, intaglio, lithography, and monotype techniques, open to students at any skill level. *Offered in the summer.*

295. Studio Seminar. (2,4) Offered by members of the faculty or visiting faculty on topics of their choice and related studio activities. P—Permission of instructor.

Asian Studies

(Interdisciplinary Minor)

Wei-chin Lee (Politics), Coordinator

The minor in Asian Studies consists of a total of twenty-four credits which students must select from an approved list of courses on file with the coordinator and listed below. Candidates for the minor are required to take these courses from at least three different departments and/or programs. While some study of an Asian language is strongly recommended, it is not required. Although students may repeat Asian Studies 381, *Independent Research in Asian Studies* (2-4) for credit, only four of these credits can apply toward completion of the Asian Studies minor.

Appropriate credit in various fields of Asian Studies also may be obtained by study in China through the SASASAAS/Wake Forest Program or in Japan through the Wake Forest/Tokai University Program, or through other Wake Forest approved courses of study in Asia. Students intending to minor in Asian Studies should consult the coordinator, preferably in their sophomore year. Courses may be chosen from among the following list. (See course descriptions under appropriate listings.)

311. Special Topics in Asian Studies. (2-4) An intensive survey of one or more important issues in Asian Studies not included in the regular course offerings.

381. Independent Research in Asian Studies. (2-4) Supervised independent research project on a topic related to Asia. Requires the approval of both the instructor and the coordinator of Asian Studies. May be repeated for credit.

Art	104. <i>Topics in World Art</i> (when focus is on Asia). (4)
Chinese Lang. & Liter.	111, 112. <i>Elementary Chinese</i> . (5,5)
	151, 152. <i>Intermediate Chinese</i> (5,5)
	199. <i>Individual Study</i> . (1-4)
	211. <i>Wen-xue: Introduction to Literature Written in Chinese</i> . (4)
Communication	351. <i>Comparative Communication</i> . (2,4)
	(a) Japan
History	341. <i>History of Women in Modern Asia</i> . (4)
	343. <i>Imperial China</i> . (4)
	344. <i>Modern China</i> . (4)
	346. <i>Japan before 1600</i> . (4)
	347. <i>Japan since World War II</i> . (4)
	348. <i>Japan since 1600</i> . (4)
Humanities	170. <i>Understanding Japan</i> . (4)
	219. <i>Introduction to Japanese Literature</i> . (4)
	221. <i>Introduction to Chinese Literature</i> . (4)
	347. <i>Women Writers in Japanese Culture</i> . (4)

348. *Chinese Revolutionary Literature to 1948*. (2)
 349. *Chinese Liberation Literature since 1948*. (2)
 350. *Modern Chinese Literature*. (4)
- International Studies 210. *Japanese and American Culture: A Cross-Cultural Comparison*. (4)
- Japanese Lang. & Liter. 111, 112. *Elementary Japanese*. (5,5)
 151, 152. *Intermediate Japanese* (5,5)
 199. *Individual Study*. (1-4)
 211. *Bungaku: Introduction to Literature Written in Modern Japanese*. (4)
 220. *Advanced Conversation*. (4)
 230. *Advanced Japanese I*. (4)
 231. *Advanced Japanese II*. (4)
- Linguistics 231. *Language and Gender in Japanese Culture*. (4)
 (Also listed as Women's Studies 231.)
- Philosophy 253. *The Main Streams of Chinese Philosophy and Religion*. (4)
 (Also listed as Religion 380.)
- Politics 246. *Politics and Policies in South Asia*. (4)
 247. *Islam and Politics*. (4)
 248. *Government and Politics of China*. (4)
 249. *Government and Politics of Japan*. (4)
 259. *The Arab-Israeli Conflict*. (4)
 260. *East Asian International Relations*. (4)
- Religion 361. *Buddhism*. (4)
 362. *Islam*. (4)
 380. *The Main Streams of Chinese Philosophy and Religion*. (4)
- Women's Studies 231. *Language and Gender in Japanese Culture*. (4)
 (Also listed as Linguistics 231.)

Biology

William E. Conner, Chair

Babcock Professor of Botany Mordecai J. Jaffe

Wake Forest Professors Gerald W. Esch, Raymond E. Kuhn

Professors Carole L. Browne, Robert A. Browne, William E. Conner, Ronald V.

Dimock Jr., Herman E. Eure, Hugo C. Lane, Peter D. Weigl

Associate Professors James F. Curran, Kathleen A. Kron, Gloria K. Muday,

Wayne L. Silver

Assistant Professors David J. Anderson, Miriam A. Ashley-Ross, Rosanne J.

Spolski, Brian W. Tague, Clifford W. Zeyl

Adjunct Professors J. Whitfield Gibbons, Terry C. Hazen

Adjunct Associate Professor Margaret Mulvey

Visiting Assistant Professors Hanya E. Chrispeels, Steven K. Rice

At the end of the sophomore year a student electing to major in biology meets with a major adviser to plan the course of study for the junior and senior years. The requirements for completion of the major are those in effect at the time of the conference, since the curriculum and departmental requirements may change slightly during the student's period of residence. All majors are required to take Biology 112, 113, and 214, and at least three 300-level 5-credit biology courses. Co-major requirements are Chemistry 111, 111L, 116, 116L, and two additional physical science courses with labs.

For students declaring majors in the spring, the requirements for a major are a minimum of forty-one credits in biology. A minimum grade average of C on all courses attempted in biology at Wake Forest University is required for graduation with a major in biology. (Students declaring a major later than the spring should consult with a biology major adviser for the specific major requirement at that time.)

A minor in biology requires twenty credits. Courses taken pass/fail cannot count toward a minor. A minimum overall grade average of C must be earned on all Wake Forest University biology courses taken to complete a minor.

Prospective majors are strongly urged to select either Biology 112 or 113 as their first course in biology. Most prospective majors also should take Chemistry 111, 111L and 116, 116L in their first year; the majority continue with two additional physical sciences with labs as sophomores.

Advanced work in many areas of biology may require additional courses in mathematics, the physical sciences, and other areas of biology. The adviser calls these to the attention of the student, depending on individual needs.

Highly qualified majors are invited by the department to apply for admission to the honors program in biology. To be graduated with the distinction "Honors in Biology," a graduating student must have a minimum GPA of 3.0 in all courses and a 3.3 in his/her biology courses. In addition, the student must submit an honors paper (written in the form of a scientific paper) describing the research which must be defended before his/her advisory committee. Specific details regarding the honors program, including selecting an adviser and an advisory committee, deadlines, and writing of the honors thesis, may be obtained from the chair of the departmental undergraduate studies committee.

Most 300-level courses have the 112, 113, 214 series as prerequisites. Any exceptions to the stated prerequisites must be approved by the chair of the department. Students enrolled at Wake Forest may not take courses in biology at other institutions to satisfy divisional requirements.

111. Biological Principles. (5) A study of the general principles of living systems with focus on the cellular, organismal, and populational levels of biological organization, emphasizing the role of heredity and evolution in these systems. Course may count for major credit in biology, but is intended for students with little or no previous experience in biology. Lab—three hours.

112. Comparative Physiology. (5) An introduction to the form and function of organisms, with emphasis on physical principles, structural organization, and critical function of plants and animals. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

113. Evolutionary and Ecological Biology. (5) An introduction to the principles of genetics, ecology, and evolution as they apply to organisms, populations and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

214. Cellular and Molecular Biology. (5) An introduction to the principles and processes of cellular and molecular biology including molecular organization of cellular structures, regulation of cellular functions, energetics and metabolism, molecular nature of the genome and the regulation of gene expression. Lab—three hours. P—Chemistry 111, 111L, and 116, 116L.

301-306. Topics in Biology. (1-5) Seminar and / or lecture courses in selected topics, some involving laboratory instruction. May be repeated if the course title differs.

311. Genetics. (4) A lecture course on the use of genetic analytical methods to establish the principles of inheritance and the mechanisms of gene function. Covered topics include mechanisms of genetic change, the genetics of development, and population genetics. Students may not receive credit for both Bio 311 and Bio 312. P—Biology 112, 113, and 214.

312. Genetics. (5) A lecture and lab course on the use of genetic analytical methods to establish the principles of inheritance and the mechanisms of gene function. Covered topics include mechanisms of genetic change, the genetics of development, and population genetics. The lab will include projects involving classical and current techniques of genetic investigation. Students may not receive credit for both Bio 311 and Bio 312. Lab-3 hours. P—Biology 112, 113, and 214.

314. Evolution. (4) Analysis of the theories, evidences, and mechanisms of evolution. P—Biology 112, 113, and 214.

315. Biology of Stress. (4) A lecture course involving a study of the ways in which plants and animals react to and cope with abiotic stresses. Foci include mechanisms at the ecological, organismic, cellular and molecular levels. A term paper is required, reviewing the literature in some area covered by the course. Credit not allowed for both Biology 315 and 316. P—Biology 112, 113, and 214.

316. Biology of Stress. (5) A lecture and laboratory course involving a study of the ways in which plants and animals react to and cope with abiotic and biotic stresses. Foci include mechanisms at the ecological, organismic, cellular and molecular levels. A laboratory project implementing the scientific method and designed to produce new knowledge is required. Credit not allowed for both Biology 315 and 316. P—Biology 112, 113, and 214.

317. Life of the Green Plant. (5) The growth and development of plants are followed throughout the life cycle. Emphasis will be placed on structure-function relationships from the molecular level to the level of gross morphology. The laboratory will start with instruction in experimental methods and lead to a research project. Lab—three hours. P—Biology 112, 113, and 214.

320. Comparative Anatomy. (5) A study of the vertebrate body from an evolutionary, functional, and developmental perspective. Laboratories emphasize structure and function, primarily through the dissection of representative vertebrates. Lab—three hours. P—Biology 112, 113, and 214.

321. Parasitology. (5) A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab—three hours. P—Biology 112, 113, 214.

322. Biomechanics. (5) An analysis of the relationship between organismal form and function using principles from physics and engineering. Solid and fluid mechanics are employed to study design in living systems, especially vertebrates. Lab—three hours. P—Biology 112, 113, and 214.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. (May count as biology or psychology but not both; choice to be made at registration.) P—Permission of instructor.

326. Microbiology. (5) The structure, function, and taxonomy of microorganisms with emphasis on bacteria. Covered special topics include microbial ecology, industrial microbiology, and medical microbiology. The lab emphasizes microbial diversity through characterizations of isolates from nature. P—Biology 112, 113, and 214.

331. Invertebrates. (5) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab—three hours. P—Biology 112, 113, and 214.

333. Vertebrates. (5) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab—three hours. P—Biology 112, 113, and 214.

335. Insect Biology. (5) A study of the diversity, structure, development, physiology, behavior, and ecology of insects. Lab—three hours. P—Biology 112, 113, and 214.

336. Bioacoustics. (5) A lecture and laboratory course analyzing mechanisms of sound production, transmission, and reception and their relevance to animal orientation and communication. Lab—three hours. P—Biology 112, 113, and 214.

338. Plant Systematics. (5) A study of the diversity and evolution of flowering plants. Lectures emphasize the comparative study of selected plant families, their relationships and the use of new information and techniques to enhance our understanding of plant evolution. Labs emphasize more practical aspects of plant systematics such as the use of identification keys, recognition of common local plants, molecular techniques, and basic phylogenetic analysis. P—Biology 112, 113, and 214.

339. Principles of Biosystematics. (5) An exploration of the current theoretical and practical approaches to the study of macroevolution in plants and animals. Topics include theory and methods of constructing evolutionary trees, sources of data and cladistic biogeography. Lab—three hours. P—Biology 112, 113, and 214.

340. Ecology. (5) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab—three hours. P—Biology 112, 113, and 214.

341. Marine Biology. (5) An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab—three hours. P—Biology 112, 113, and 214.

342. Aquatic Ecology. (5) A course designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field study is centered at the Charles M. Allen Biological Station. Lab—three hours. P—Biology 112, 113, and 214.

344. Ecological and Evolutionary Genetics. (4) Principles of genetics in the context of ecological and evolutionary studies, including micro- and macro-evolutionary processes. P—Biology 112, 113, and 214. Permission of instructor.

345. Neurobiology. (4) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. P—Biology 112, 113, and 214.

346. Neurobiology. (5) Introduction to the structure and function of the nervous system including the neural basis of behavior. Anatomical, physiological, and neurochemical approaches will be integrated in the study of the peripheral and central nervous systems. The laboratory will emphasize electrophysiological techniques with experiments from the cellular to the behavioral level. Lab—three hours. P—Permission of instructor.

350. Biological Resources and the Environment. (4) Lectures, readings, and discussions examining biological resources, their limitations and methods for sustainability. Genetic, aquatic, terrestrial, and ecosystem resources will be examined. P—Biology 112, 113, and 214, or permission of instructor.

351. Vertebrate Physiology. (5) A lecture and laboratory course examining regulatory principles, integration in the nervous system and the physiology of the cardiovascular, respiratory, and renal systems of vertebrates. P—Biology 112, 113, and 214.

352. Plant Physiology. (5) A study of the mechanisms by which various plant systems function, thematically structured around the plant life cycle. Lab—three hours. P—Biology 112, 113, and 214.

354. Vertebrate Endocrinology. (4) A lecture course which considers the evolution of the endocrine glands and hormones and the physiology of the main hormonal pathways of vertebrates. P—Biology 112, 113, and 214.

355. Avian Biology. (5) A lecture and laboratory course emphasizing ecological and evolutionary influences on the physiology, behavior, and population biology of birds. Includes taxonomy of the world's major bird groups. Lab—three hours. P—Biology 112, 113, and 214.

360. Development. (5) A description of the major events and processes of animal development, with an analysis of the causal factors underlying them. Special attention is given to the embryonic development of vertebrates, but consideration is also given to other types of development and other organisms. Topics include fertilization, early development, growth and cell division, cell differentiation, the role of genes in development, cell interaction, morphogenesis, regeneration, birth defects, and cancer. Lab—three hours. P—Biology 112, 113, and 214.

362. Immunology. (4) A study of the components and protective mechanisms of the immune system. P—Biology 112, 113, and 214.

363. Sensory Biology. (4) A lecture course involving a study of the nature of energy in the environment and how it is absorbed and transduced in sensory systems. Anatomical, physiological, biochemical and biophysical approaches will be integrated in the study of sensory mechanisms in plants and animals. A term paper is required reviewing the literature in some area covered by the course. Credit not allowed for both Biology 363 and 364. P—Biology 112, 113, and 214.

364. Sensory Biology. (5) A lecture and laboratory course involving a study of energy in the environment and how it is absorbed and transduced in sensory systems. Anatomical, physiological, biochemical and biophysical approaches will be integrated in the study of sensory mechanisms in plants and animals. A laboratory project implementing the scientific method and designed to produce new knowledge is required. Credit not allowed for both Biology 363 and 364. P—Biology 112, 113, and 214.

365. Biology of the Cell. (5) A lecture and laboratory course on classic experiments and recent advances in cell biology. Lectures will emphasize analysis and interpretation of experimental data in the primary literature, focusing on topics such as the targeting of macromolecules, cell-cell communication and the control of cell division. The text for this course will consist of papers that have led to the Nobel Prize in Physiology and Medicine and more current work using biological tools. The laboratory will introduce basic techniques in cell biology and lead to an independent project. Lab—three hours. P—Biology 112, 113, and 214.

366. Human and Non-Human Evolution. (4) Investigation of primate and human evolution, both in anatomy and in behavior. (May count as either biology or anthropology but not both; choice to be made at registration.) P—Permission of instructor.

370. Biochemistry I. Enzymes and Metabolism. (4) A lecture course introducing the principles of biochemistry, with an emphasis on the experimental approaches that elucidated these principles. Major topics will include structure, function, and biosynthesis of biological molecules, analysis of enzyme function and activity, and regulation of metabolic pathways. P—Biology 112, 113, and 214.

371. Biochemistry I. Enzymes and Metabolism Laboratory. (1) The laboratory will emphasize approaches to isolation and analysis of both proteins and nucleic acids. Lab—three hours. P—Biology 112, 113, and 214. P— or C—Biology 370. This course, paired with Biology 370, may be used as one of the three 300-level 5-credit courses required for the major.

372. Biochemistry II. Molecular Biology. (5) An analysis of the molecular mechanisms by which stored genetic information directs cellular development. Emphasis will be placed on storage and transmission of genetic information, regulation of gene expression, and the role of these processes in development. The laboratory will focus on modern techniques of recombinant DNA analysis. Lab—three hours. P—Biology 112, 113, and 214.

375. Optical Methods in Biological Sciences. (5) Methods in light and electron microscopy including specimen preparation, image generation and recording. Students will learn the basic techniques of photography (developing and printing), fixation and sectioning of specimens, and video-enhanced, computer-generated imaging as well as image and motion analysis. Lab—three hours. P—Biology 112, 113, and 214.

376. Ichthyology. (5) A comparative study of structure/function, classification, and phylogeny of fish. Lab—three hours. P—Biology 112, 113, and 214.

379. Molecular Techniques in Evolution and Systematics. (5) A lecture and laboratory course that explores molecular methods that are basic to many disciplines within biology, especially ecology, evolution, and systematics. Laboratories focus on the acquisition of molecular techniques, including allozyme electrophoresis, mitochondrial plastid, and nuclear DNA restriction fragment length polymorphism analyses, gene amplification, PCR (polymerase chain reaction), direct and / or cycle sequencing, and RAPDs (randomly amplified polymorphic DNAs). Lab—three hours. P—Biology 112, 113, and 214.

380. Biostatistics. (4) An introduction to statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. May count as biology or anthropology but not both; choice to be made at registration. (A student who receives credit for this course may not also receive credit for Anthropology 380, Business 201, or Mathematics 109.)

381. Biostatistics Laboratory. (1) Application of computer-based statistical software. P—Biology 112, 113, and 214. P— or C—Biology 380. This course, paired with Biology 380, may *not* be used to satisfy one of the three 300-level 5-credit courses required for the major.

382. Behavioral Ecology. (5) A lecture and laboratory course analyzing behavioral solutions to challenges faced by animals in nature, emphasizing the role of natural selection in shaping behavior. Topics include mating systems, optimal foraging, sociobiology, parental care, and evolution of sexual reproduction. P—Biology 112, 113, and 214 or permission of instructor.

385. Cellular Physiology. (5) In-depth examination of current topics in cell biology such as cellular signalling, the extracellular matrix, biogenesis of mitochondria and chloroplasts, control of cell division, protein sorting in the Golgi, protein translocation across membranes, and molecular motors. Lab—three hours. P—Biology 112, 113, and 214.

391, 392. Research in Biology. (2,2) Independent library and laboratory investigation carried out under the supervision of a member of the staff. Pass/fail or for grade at discretion of the instructor.* P—Permission of instructor.

393, 394. Research in Biology. (2,2) Courses designed for students who wish to continue research projects beyond Biology 391 and 392. Pass/fail optional. Not to be counted toward major.* P—Permission of instructor.

395S. Marine Models in Biological Research. (6) An eight-week course that is taught at the Marine Biology Laboratory in Woods Hole, Mass. Students attend lectures and seminars in areas of cell and developmental biology and marine ecology. Each student will be guided in a research project selected from the area of expertise of participating faculty and which takes advantage of the special facilities of the MBL, such as confocal microscopy and intracellular Ca^{++} imaging. P—Biology 112, 113, and 214.

396. Biomedical Ethics. (4) Lectures and seminars examining contemporary issues in biomedical ethics including the proper role of biomedical research, and current controversies in health care and medical practice. P—Biology 112, 113, and 214.

397. Seminar in Biology. (2-4) Consideration of major biological topics through intensive reading and discussions. P—Biology 112, 113, and 214.

**The same numbered course cannot be repeated. Subsequent courses should be taken in consecutive order.*

Chemistry

Roger A. Hegstrom, Chair

Wake Forest Professors Roger A. Hegstrom, Willie L. Hinze

Professors James C. Fishbein, Dilip K. Kondepudi, Gordon A. Melson,

Ronald E. Noffle, Robert L. Swofford, Mark E. Welker

Associate Professors Bradley T. Jones, Abdessadek Lachgar

Assistant Professors Christa L. Colyer, Steven C. Haefner, Angela Glisan King,

S. Bruce King, Richard A. Manderville

Visiting Professors Neal E. Busch, Herman J. Benezet

The department offers programs leading to the BA and BS degrees in chemistry. The BS degree is certified by the American Chemical Society.

The bachelor of arts degree in chemistry includes Chemistry 111, 111L, 116, 116L, 221, 221L, 222, 222L, 341, 341L, 342 or 344, 342L, and 361, 361L; Mathematics 111, 112; and Physics 113, 114. Chemistry 120 may be taken instead of Chemistry 116, 116L.

The bachelor of science degree in chemistry includes Chemistry 111, 111L, 116, 116L, 221, 221L, 222, 222L, 334, 334L, 341, 341L, 344, 342L, either 351 or 356/357, 361, 361L, 381, 382, 383, 391 or 392; Mathematics 111 and 112 and either 113 or 301; and Physics 113, 114.

Additional mathematics and science courses are strongly recommended for BS degree candidates. The number and selection of these courses depends on the professional goals of the individual student. Examples of these courses are Mathematics 302 and 304; Physics 161 and 164; and Biology 370 and 371.

A minor in chemistry requires twenty-three credits in chemistry and must include at least one of the following courses: 334, 341 and 341L, 342 or 344 and 342L, 351, 356/357, 361 and 361L. The department will not accept courses taken pass/fail to count toward the minor.

Unless otherwise stated, all chemistry courses are open to chemistry majors on a letter-grade basis only. Majors are also required to complete on a letter-grade basis the required physics and mathematics courses.

A minimum grade-point average of 2.0 in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the BA or BS degree with a major in chemistry must have a minimum GPA of 2.0 in their chemistry courses numbered 200 or above.

Qualified majors are considered for honors in chemistry. To be graduated with the designation "Honors in Chemistry," a student must have a minimum GPA in chemistry courses of 3.3 and a minimum overall GPA of 3.0. In addition, the honors candidate must satisfactorily complete an approved research project, prepare a paper describing the project, and present results at a seminar for departmental approval. For additional information, members of the departmental faculty should be consulted.

For the BA major, the following schedule of chemistry and related courses is typical:

<i>First Year</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Chem. 111, 111L	Chem. 221, 221L	Chem. 341, 341L	Chem. 361, 361L
Chem. 116, 116L	Chem. 222, 222L	Chem. 342, 342L	
Math. 111, 112	Physics 113, 114		

For the BS major, the following schedule of chemistry and related courses is typical:

<i>First Year</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Chem. 111, 111L	Chem. 221, 221L	Chem. 341, 341L	Chem. 334, 334L
Chem. 116, 116L	Chem. 222, 222L	Chem. 344, 342L	Chem. 361, 361L
Math. 111, 112	Physics 113, 114	Chem. 381, 382	Chem 381, 382
	Math 113 (or 301)	Chem 383	Chemistry
		Chem 391 or 392	300-Level
		Math 113 (or 301)	Elective
		Science courses	

For variations in either of the schedules above, the student should consult a member of the faculty in chemistry.

Students electing laboratory courses in chemistry are required to pay for breakage and for certain consumable materials as determined by the department.

108. Everyday Chemistry. (5) Introduction to chemistry for non-science majors. Laboratory covers experimental aspects of topics discussed in lecture. Satisfies Division II requirement. A student may not receive credit for both Chemistry 108 and Chemistry 111. Lab—three hours.

***111. College Chemistry.** (4) Fundamental chemical principles. C—Chem. 111L.

***111L. College Chemistry Lab.** (1) Laboratory covers experimental aspects of basic concepts. Lab—three hours. C—Chem. 111.

***116. Equilibrium and Analysis.** (4) Fundamental principles of equilibrium as applied to inorganic and generalized acid-base systems. P—Chem. 111. C—Chem. 116L.

***116L. Equilibrium and Analysis Lab.** (1) Laboratory covers aspects of quantitative and inorganic qualitative analysis. Lab—three hours. P—Chem. 111. C—Chem. 116.

120. Physics and Chemistry of the Environment. (5) The course coheres the basic physical and chemical processes in the earth's atmosphere, biosphere and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—three hours. P—Chemistry 111 or Physics 113. (Also listed as Environmental Studies 225.)

***221. Organic Chemistry I.** (4) Principles and reactions of organic chemistry. P—Chem. 116. C—Chem. 221L.

***221L. Organic Chemistry I Lab.** (1) Lab—four hours. P—Chem. 116. C—Chem. 221.

***222. Organic Chemistry II.** (4) Principles and reactions of organic chemistry. P—Chem. 221. C—Chem. 222L.

***222L. Organic Chemistry II Lab.** (1) Lab—four hours. P—Chem. 221. C—Chem. 222.

**The lecture and corresponding lab are strict corequisites of each other. A student must register for both during the same semester. (However, either can be repeated independently if the student wishes.)*

301, 302. Elective Research. (0,0) P—Permission of instructor. *Summers only.*

***334. Chemical Analysis.** (5) Theoretical and practical applications of modern methods of chemical analysis. Lab—four hours. C—Chem. 341, 341L

***341. Physical Chemistry I.** (4) Fundamentals of equilibrium thermodynamics and electrochemistry, phenomenological kinetics, and introductory computational methods. P—Chem. 116, Math. 111, Physics 113-114. C—Chem. 341L, Math. 112, (Physics 113, with permission of instructor).

***341L. Physical Chemistry I Lab.** (1) Lab—four hours. P—Chem. 116, Math. 111, Physics 113-114. C—Chem. 341, Math. 112.

***342. Physical Chemistry IIA.** (4) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. P—Chemistry 341, Math. 111-112, Physics 113-114. C—Chem. 342L, (Physics 114, with permission of instructor).

***342L. Physical Chemistry IIA Lab.** (1) Lab—four hours. P—Chem. 341, Math. 111-112, Physics 113-114. C—Chem. 342 or 344.

344. Physical Chemistry IIB. (4) Fundamentals of quantum mechanics, statistical thermodynamics, and introductory computational methods. Lab—four hours. P—Chemistry 341, Math 111-112 and 301 (or 113), Physics 113-114. C—Chem. 342L, (Physics 114, with permission of instructor).

351. Special Topics in Biochemistry. (4) Fundamentals of biochemistry, with particular emphasis on mechanistic analysis of metabolic pathways, enzymatic activity, and drug action. P—Chemistry 222.

356, 357. Chemical Spectroscopy. (2,2) Fundamental aspects of the theory and application of chemical spectroscopy, as found in the areas of analytical, inorganic, organic, and physical chemistry. Emphasis will vary. Seven-week courses. P—Chemistry 342 or 344, 361, or permission of instructor.

***361. Inorganic Chemistry.** (4) Principles and reactions of inorganic chemistry. P—Chemistry 342 or 344. C—Chem. 361L.

***361L. Inorganic Chemistry Lab.** (1) Lab—four hours. P—Chemistry 342 or 344. C—Chem. 361.

381, 382. Chemistry Seminar. (0,0) Discussions of contemporary research. Attendance required of BS chemistry majors in the junior and senior years.

383. Chemical Literature. (1) Introduction to the chemical literature and searching techniques for the acquisition of chemical information. P—Chemistry 222.

391, 392. Undergraduate Research. (2,2) Undergraduate research. Lab—eight hours.

Classical Languages

John L. Andronica, Chair

Professors John L. Andronica, Robert W. Ulery Jr.

Associate Professors Mary L. B. Pendergraft, James T. Powell

The Department of Classical Languages offers three majors: Greek, Latin, and classical studies. Minors are offered in Greek, Latin, and classical studies.

A major in Greek requires thirty-five credits in the department beyond Greek 112. Twenty-eight of these credits must be in Greek courses. Greek 225 and Classics 270 are required.

A minor in Greek requires Greek 153, 211, one other 200-level course in the Greek language; Classics 270; and one additional course (three or four credits) in Greek (200-level) or Latin or Classics.

A major in Latin requires thirty-two credits in the department beyond Latin 153. Twenty-four of these credits must be in Latin courses. Classics 271 also is a requirement, and Classics 270 is recommended.

A minor in Latin requires three 200-level courses in Latin; Classics 271; and one additional course (three or four credits) in Greek or Latin or classics.

A major in classical studies requires fifty-six credits. A minimum of thirty-six credits of course work must be taken in the department. A maximum of forty-eight credits in the department may be exceeded only if a student undertakes course work in both Latin and Greek. The student must take a minimum of two courses at the 200-level in either Greek or Latin and the following: Art 241 (*Ancient Art*), Classics 265 (*Greek Literature*), Classics 272 (*Latin Literature*), Classics 270 (*Greek Civilization*), and Classics 271 (*Roman Civilization*).

A maximum of sixteen credits may be taken in the following: Art 244 (*Greek Art*), 245 (*Roman Art*), 246 (*Greek and Roman Architecture*), 252 (*Romanesque Art*); History 215, 216 (*The Ancient World*); Philosophy 201 (*Ancient and Medieval Philosophy*), 230 (*Plato*), 231 (*Aristotle*); Politics 271 (*Plato, Aristotle, and Classical Political Philosophy*), 274 (*Noble Greeks and Romans*); Religion 311 (*Poetic Literature of the Hebrew Bible*), 314 (*Ancient Israel and Her Neighbors*), 363 (*Hellenistic Religions*); Hebrew 111, 112, 153, 211. Other courses may be allowed with the permission of the department.

A minor in classical studies requires five courses in addition to Latin or Greek 153: Classics 265, 272, and either 270 or 271; and two additional courses (8 credits) in Greek, Latin, classics, or other courses allowed by the department.

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in classical studies serves as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chair of the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in Latin, Greek, or classical studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," a student must complete an honors research project and pass a comprehensive oral examination. For honors in Latin or Greek, at least two of the courses counted toward the major must be

seminar courses; for honors in classical studies, at least one seminar course in Latin, Greek, or classics is required. For additional information, members of the departmental faculty should be consulted.

Greek

111, 112. Elementary Greek. (5,5) Greek grammar; selections from Greek prose writers and poets.

153. Intermediate Greek. (4) Grammar and selected readings.

211. Plato. (4) Selections from the dialogues of Plato.

212. Homer. (4) Selections from the *Iliad* and the *Odyssey*.

221. Greek Readings. (2,3, or 4) A course designed to meet individual needs and interests.

225. Advanced Grammar and Composition. (4) Intensive work in morphology and syntax, with practice in composition and stylistic analysis of selected readings.

231. The Greek New Testament. (4) Selections from the Greek New Testament.

241. Greek Tragedy. (4) Close study of a selected tragedy or tragedies. This course includes consideration of the origin and history of Greek tragedy, with collateral reading of other tragedies in English translation. Seminar. P—Greek 211, 212, or equivalent.

242. Greek Comedy. (4) Close study of a selected comedy or comedies of Aristophanes. This course includes consideration of the origin and history of Greek comedy, with collateral reading of other comedies in English translation. Seminar. P—Greek 211, 212, or equivalent.

291, 292. Honors in Greek. (2,2) Directed research for honors paper.

Latin

111, 112. Elementary Latin. (4,4) Introduction to Latin grammar.

113. Intensive Elementary Latin. (5) Introduction to Latin grammar. Covers material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.

153. Intermediate Latin. (5) Grammar review and selected readings.

211. Introduction to Latin Poetry. (4) Readings primarily from Virgil's *Aeneid*, with an introduction to literary criticism.

212. Introduction to Latin Prose. (4) Readings primarily from the orations of Cicero, with attention to the elements of rhetoric in Roman public discourse.

216. Roman Lyric Poetry. (4) An interpretation and evaluation of lyric poetry through readings from the poems of Catullus and Horace.

221. Roman Historians. (4) Readings in the works of Sallust, Livy, or Tacitus, with attention to the historical background and the norms of ancient historiography.

225. Roman Epistolography. (4) Selected readings from the correspondence of Cicero and Pliny the Younger and the verse epistles of Horace and Ovid.

226. Roman Comedy. (4) Readings of selected comedies of Plautus and Terence, with a study of the traditions of comedy and dramatic techniques.

231. Roman Elegy. (4) Readings from the poems of Tibullus, Propertius, and Ovid, with study of the elegiac tradition.

241. Roman Satire. (4) Selected readings from Horace and Juvenal, with attention to the origin and development of hexameter satire.

243. Latin Readings. (2,3, or 4) A course designed to meet individual needs and interests.

250. Prose Composition. (2) Exercises in writing of Latin prose, with an introduction to prose stylistics.

398, 399. The Teaching of Latin. (4,4) A reading course and workshop in problems of Latin pedagogy and the secondary Latin curriculum, designed to meet the needs and interests of selected students.

Seminars

The following seminars are offered by members of the faculty on topics and authors of their choice. A paper is required.

261. Seminar in Poetry of the Republican Period. (3)

262. Seminar in Prose of the Republican Period. (3)

281. Seminar in Augustan and Later Poetry. (3)

282. Seminar in Augustan and Later Prose. (3)

291, 292. Honors in Latin. (2, 2) Directed research for honors paper.

Classics

151. Ethics in Greece and Rome. (2) Reading and discussion of Aristotle's *Ethics* and Cicero's *On Moral Duties*, with attention to our own ethical dilemmas. A knowledge of the Greek and Latin languages is *not* required.

220. Greek and Latin in Current Use. (2) A systematic study of Greek and Latin loan words, roots, prefixes, and suffixes as elements of English and specialized vocabularies (e.g., scientific and legal). A knowledge of the Greek and Latin languages is *not* required.

252. Women in Antiquity. (3,4) The course explores the place of women in Greek and Roman society, men's views of them, their views of themselves, and their contribution to

society, through primary source readings from the ancient authors. A knowledge of the Greek and Latin languages is *not* required.

255. Classical Epic: *Iliad*, *Odyssey*, *Aeneid*. (4) A study of the three principal epic poems from ancient Greece and Rome. A knowledge of the Greek and Latin languages is *not* required.

259. Virgil and His English Legacy. (4) A study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is *not* required. (Also listed as English 319.)

261. Greek Myth. (4) A consideration, principally through close study of selected literary works, of Greek myth in its various forms, primary (archaic and classical periods) and secondary (Hellenistic and Roman); the course also will consider Greek myth's afterlife in the modern period. A knowledge of the Greek language is *not* required.

263. Tragic Drama. (4) A study of the origins and development of Greek tragedy and its influence on Roman writers, with readings from Aeschylus, Sophocles, and Euripides. A knowledge of the Greek and Latin languages is *not* required.

264. Greek and Roman Comedy. (4) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin languages is *not* required.

265. A Survey of Greek Literature. (4) A study of selections from Greek literature in English translation. A knowledge of the Greek language is *not* required.

270. Greek Civilization. (3) Lectures and collateral reading on those phases of Greek civilization which have particular significance for the modern world. A knowledge of the Greek language is *not* required.

271. Roman Civilization. (3) Lectures and collateral reading on the general subject of Rome's contribution to the modern world. A knowledge of the Latin language is *not* required.

272. A Survey of Latin Literature. (4) A study of selections from Latin literature in English translation. A knowledge of the Latin language is *not* required.

279. Studies in Roman Biography. (2,3, or 4) A study in depth of a key figure of Roman history using the evidence of history, literature, numismatics, and epigraphy as well as art and archeology when appropriate. A knowledge of the Latin language is *not* required.

280. Topics in Greek History. (4) The course will examine three central events in Greek history: the Persian War (490-479 B.C.), the Peloponnesian War (431-404 B.C.), and the career of Alexander the Great (356-323 B.C.), through close study of the works of Herodotus and Thucydides and of the Alexander tradition. Particular attention will be devoted to literary form and historiographical method. A knowledge of the Greek language is *not* required.

285. Interdisciplinary Seminar in the Greco-Roman World. (4) This seminar is designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. It will explore from various points of view the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions and philosophies. Also offered by the Department of Religion as Religion 285. Course may be repeated for credit.

288. Individual Study. (2,3, or 4)

291, 292. Honors in Classical Studies. (2,2) Directed research for honors paper.

Communication

Michael David Hazen, Chair

University Distinguished Chair in Communication Ethics and

Professor of Communication Ethics Michael J. Hyde

Professors Michael David Hazen, Jill Jordan McMillan

Adjunct Professor Jo Whitten May

Associate Professors Allan D. Louden, Randall G. Rogan,

Margaret D. Zulick

Assistant Professors John T. Llewellyn, Ananda Mitra, Eric K. Watts

Visiting Assistant Professor Mary M. Dalton

Adjunct Assistant Professors Andrew W. Leslie, Dee Oseroff-Varnell

Adjunct Instructors Susan L. Faust, Denise Franklin

Ernest S. Jarrett, Mardene G. Morykwas, Karen L. Oxendine

Debate Coach Ross K. Smith

Visiting Instructor Theresa R. Castor

A major in communication requires forty credits, at least twelve of which must be at the 300-level. All majors are required to take courses 100, 110, and 220 or 225 and should begin their study of communication with these courses. In addition, at least twelve credits must be taken from among the following courses: 113, 114, 200, 201, 245, 246, 335, and 340 (or 341). An overall minimum grade-point average of 2.0 in all communication courses attempted is required for graduation.

A minor in communication requires twenty-four credits, at least four of which must be at the 300-level, and shall include courses 100, 110, and 220 or 225. Remaining coursework must include at least four credits from among the following courses: 113, 114, 200, 201, 245, 335, and 340 (or 341). An overall minimum grade-point average of 2.0 in all communication courses attempted is required for graduation.

Highly qualified majors are invited by the department to apply for admission to the honors program in communication. To be graduated with the designation "Honors in Communication," students must pass the departmental honors course, complete a senior research project, and satisfactorily defend their work in an oral examination. For more details, consult faculty members in the department.

100. Introduction to Communication and Rhetoric. (4) An introduction to the theories, research, and analysis of verbal and nonverbal processes by which human beings share meanings and influence one another.

110. Public Speaking. (4) A study of the theory and practice of public address. Lab experiences in the preparation, delivery, and critique of informative and persuasive speeches.

111. Radio-TV Speech. (4) An introduction to announcing and performing on radio and television.

112S. Oral Interpretation of Literature. (4) Fundamentals of reading aloud, with emphasis on selection, analysis, and performance. *Offered in summer only.*

113. Interpersonal Communication. (4) An introductory overview of interpersonal communication theories and principles designed to improve the student's understanding of and ability to effectively communicate in interpersonal contexts.

114. Group Communication. (4) An introduction to the theory and practice of group interaction and decision-making. The course features lectures and discussions of theory and includes opportunities to participate in formal and informal group processes.

115. Writing for Radio-TV-Film. (4) An introduction to writing for radio, television, and film. Emphasis will be on informational and persuasive writing (news, features, public service announcements, commercials, political announcements, news analyses, commentaries, and editorial).

116. On-Camera Performance. (4) Designed to introduce students to the theory and practice of performing for the camera. This course covers basic method acting, newscasting, and other performance formats. (Also listed as Theater 141.)

117. Writing for Public Relations and Advertising. (2,4) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. Permission of Instructor. (Also listed as Journalism 286.)

160. Sign Language for the Deaf I. (2) An introduction to the basic expressive and receptive skills for finger spelling and the language of signs with attention to the culture of the deaf.

161. Sign Language for the Deaf II. (2) Advanced work on basic expressive and receptive skills for finger spelling and the language of signs with attention to the culture of the deaf.

200. Debate and Advocacy. (4) The use of argumentative techniques in oral advocacy: research, speeches, and debate.

201. Persuasion. (4) A study of the variables and contexts of persuasion in contemporary society.

210. Advanced Public Speaking. (4) Advanced study in the art of public address. This course is recommended for students with some previous speech experience and/or training.

211. Media Production: Studio. (4) An introduction to the production of audio and video media projects. Multiple camera studio production emphasized. Lecture/laboratory.

212. Media Production: Field. (4) An introduction to the production of audio and video media projects. Single camera field production and post-production emphasized. Lecture/laboratory.

213. Film Production. (4) A study of the basic elements of motion picture production.

220. Empirical Research in Communication. (4) An introduction to methodological design and univariate statistics as used in communication research.

225. Historical/Critical Research in Communication. (4) Introduces students to the historical and critical analysis of rhetoric. Examines current methods of rhetorical criticism with a view to researching and composing a critical paper in the field.

245. Introduction to Mass Communication. (4) A historical survey of mass media and an examination of major contemporary media issues.

246. Introduction to Film. (4) An introduction to the aesthetics of motion pictures through a study of the basic elements of film such as cinematography, editing, sound, lighting, color, etc.

261. Disorders of Articulation and Phonology. (4) Etiology, evaluation and management of articulation and phonological disorders. *Offered in alternate fall semesters.*

262. Communication Disorders of the Hearing-Impaired. (4) The etiology and effect of hearing impairment on communication. The fundamentals of auditory training, speech reading, and other resources for the rehabilitation of the hearing-impaired individual. *Offered in alternate spring semesters.*

263. Introduction to Communication Disorders. (4) An introduction to the disorders of human communication including fluency, language, voice, and articulation. *Offered in alternate fall semesters.*

264. Diagnosis and Treatment of Communication Disorders. (4) The basic principles of evaluation, remediation and instruction for children and adults with communication disorders. *Offered in alternate spring semesters.*

270. Special Seminar. (1-4) An examination of selected topics in the study of communication.

280. Communication Practicum I. (2,4) Individual projects in debate or communication internship to be approved, supervised, and evaluated by an appropriate faculty adviser. No student may register for more than two credits of practicum in any semester. No student is allowed to take more than a total of eight credits in practicum, only four credits of which may be counted toward a major in communication. Pass/fail only. P—Permission of instructor.

281. Communication Practicum II. (2,4) See previous description.

283. Individual Study. (1-4) Directed study in an area of interest to be approved and supervised by a faculty adviser. P—Permission of instructor.

285. Honors Course. (2,4) Intensive research in an area of special interest for selected seniors who wish to graduate with departmental honors. P—Permission of department.

300. Classical Rhetoric. (4) A study of major writings in Greek and Roman rhetorical theory from the Sophists to Augustine. *Offered in alternate years.*

301. Semantics and Language in Communication. (4) A study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. (Also listed as Linguistics 301.)

302. Argumentation Theory. (4) An examination of argumentation theory and criticism; examines both theoretical issues and social practices. *Offered in alternate years.*

303S. Directing the Forensic Program. (2,4) A pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop. *Offered in the summer.*

304. Freedom of Speech. (4) An examination of the philosophical and historical traditions, significant cases, and contemporary controversies concerning freedom of expression. *Offered in alternate years.*

305. Communication and Ethics. (4) A study of the role of communication in ethical controversies.

310. Advanced Media Production. (1-4) Special projects in audio and video production for students with previous media production experience. P—Communication 211, 212, 213, or permission of instructor.

330. Communication and Conflict. (4) A review of the various theoretical perspectives on conflict and negotiation as well as methods for managing relational conflict.

335. Survey of Organizational Communication. (4) An overview of the role of communication in constituting and maintaining the pattern of activities that sustain the modern organization.

336. Organizational Rhetoric. (4) Explores the persuasive nature of organizational messages—those exchanged between organizational members, and those presented in behalf of the organization as a whole. *Offered in alternate years.*

337. Rhetoric of Institutions. (4) A study of the communication practices of institutions as they seek to gain and maintain social legitimacy. *Offered in alternate years.*

340. American Rhetorical Movements to 1900. (4) Examines the interrelation of American rhetorical movements through the nineteenth century by reading and analyzing original speeches and documents with emphasis on antislavery and women's rights.

341. American Rhetorical Movements since 1900. (4) Examines the interrelation of American rhetorical movements in the twentieth century by reading and analyzing original speeches and documents. Among the movements addressed are labor, civil rights, student radicals, and women's liberation.

342. Political Communication. (4) Study of electoral communication, including candidate and media influences on campaign speeches, debates, and advertising.

345. Mass Communication Theory. (4) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication.

346. Film Theory and Criticism. (4) A study of film aesthetics through an analysis of the work of selected filmmakers and film critics. P—Communication 246 or permission of instructor.

347. Film History to 1945. (4) A survey of the developments of motion pictures to 1945. Includes lectures, readings, reports, and screenings.

348. Film History since 1945. (4) A survey of the development of motion pictures from 1946 to the present day. Includes lectures, readings, reports, and screenings.

349. Communication and Technology. (4) An exploration of how communication technologies influence the social, political, and organization practices of everyday life.

350. Intercultural Communication. (4) An introduction to the study of communication phenomena between individuals and groups with different cultural backgrounds. *Offered in alternate years.*

351. Comparative Communication. (2,4) A comparison of communicative and rhetorical processes in the United States with one or more other national cultures with an emphasis on both historical and contemporary phenomena. A. Japan; B. Russia; C. Great Britain; D. Multiple countries. *Offered in alternate years.*

370. Special Topics. (1-4) An examination of topics not covered in the regular curriculum.

380. Great Teachers. (2,4) An intensive study of the ideas of three noted scholars and teachers in the field of communication. Students will interact with each teacher during a two to three-day visit to Wake Forest.

Cultural Resource Preservation

(Interdisciplinary Minor)

Ned Woodall (Anthropology), Coordinator

The Departments of Anthropology, Art, History, and Sociology offer an interdisciplinary minor in Cultural Resource Preservation (CRP) which will give students preliminary training in the field of historic preservation and cultural resource management aimed at the protection and enhancement of archeological, historical, and architectural resources.

The minor requires History 366, *Studies in Historic Preservation* (4), and four other courses for a total of twenty credits. These twenty credits must be distributed among at least three departments. The following courses may be included in the minor. (See course descriptions under appropriate listings.)

Anthropology	101. <i>General Anthropology</i> . (4) (May count as a Division IV requirement.) 305. <i>Museum Anthropology</i> . (4) 370. <i>Old World Prehistory</i> . (4) 374. <i>Prehistory of North America</i> . (4) 378. <i>Conservation Archeology</i> . (2) 381, 382. <i>Archeological Research</i> . (4,4)
Art	233. <i>American Architecture</i> . (4) 275. <i>History of Landscape Architecture</i> . (4) 288. <i>Modern Architecture</i> . (4) 293. <i>Practicum</i> . (4)
History	381, 382. <i>Preservation Practicum I, II</i> . (4,4) 398. <i>Individual Study</i> . (1-4)
Sociology	151. <i>Principles of Sociology</i> . (4) (May count as a Division IV requirement.) 205. <i>Photography in the Social Sciences</i> . (4)

Students intending to minor in Cultural Resource Preservation should consult the adviser appointed from one of the participating departments and listed with the registrar. Students are strongly urged to consult the adviser during the first semester of their junior year. Equivalent courses must be approved by the adviser.

Early Christian Studies

(Interdisciplinary Minor)

**Mary Pendergraft (Classics) and
Kenneth G. Hoglund (Religion), Coordinators**

The interdisciplinary minor in Early Christian Studies requires twenty-two to twenty-three credits. The student must take the following core courses:

- Greek 231. *The Greek New Testament* (4);
- Religion 112. *Introduction to the New Testament* (4) or
164. *The Formation of the Christian Tradition* (4);
- Classics 270. *Greek Civilization* (3) or
271. *Roman Civilization* (3); and
- Classics/Religion 285. *Interdisciplinary Seminar in the Greco-Roman World* (4).

The student must take two additional courses, with no more than one from any one department, from the following list. (See course descriptions under appropriate listings.)

Art	241. <i>Ancient Art</i> . (4) 244. <i>Greek Art</i> . (4) 245. <i>Roman Art</i> . (4) 296. <i>Art History Seminar</i> . (2,4) a. Ancient Art / b. Medieval Art
Classics	270. <i>Greek Civilization</i> . (3) 271. <i>Roman Civilization</i> . (3) (whichever is not used to satisfy the core requirement for the Early Christian Studies minor)
History	215, 216. <i>The Ancient World</i> . (4,4)
Philosophy	232. <i>Ancient and Medieval Philosophy</i> . (4)
Religion	319. <i>Visions of the End: Jewish and Christian Apocalyptic</i> . (4) 320. <i>Jesus and the Synoptic Gospels</i> . (4) 322. <i>The General Epistles</i> . (4) 326. <i>Early Christian Theologians: Paul</i> . (4) 327. <i>Early Christian Theologians: the Fourth Evangelist</i> . (4) 328. <i>The New Testament and Ethics</i> . (4)

East Asian Languages and Literatures

Associate Professor Patrick Moran, Coordinator

Assistant Professor David P. Phillips

Visiting Assistant Professor Kyoko T. Wilkerson

Introductory courses are offered in the Chinese and Japanese languages to meet the basic requirements in language. In addition, advanced language and literature courses are offered, as well as literature in translation and culture courses. Students also may study abroad with Wake Forest programs in China and Japan.

Chinese

Chinese 111, 112. Elementary Chinese. (5,5) Emphasis on the development of listening and speaking skills in Mandarin. Introduction to the writing system and to basic sentence patterns. Lab required.

Chinese 151, 152. Intermediate Chinese. (5,5) Further study in grammar, reading, conversation, and composition. Lab required. P—Chinese 112 or equivalent.

Chinese 199. Individual Study. (1-4) P—Permission of instructor.

Chinese 211. Wen-xue: Introduction to Literature Written in Chinese. (4) Readings in Chinese in prose and poetry. P—Chinese 152 or permission of instructor. Satisfies a Division I requirement.

***Humanities 221. Introduction to Chinese Literature.** (4)

***Humanities 348. Chinese Revolutionary Literature to 1948.** (2)

***Humanities 349. Chinese Liberation Literature since 1948.** (2)

***Humanities 350. Modern Chinese Literature.** (4)

***Philosophy 253. Main Streams of Chinese Philosophy and Religion.** (4)

5.

Japanese

Japanese 111, 112. Elementary Japanese. (5,5) Emphasis on the development of listening and speaking skills. Introduction to the writing systems. Basic sentence patterns covered. Lab required.

Japanese 151, 152. Intermediate Japanese. (5,5) Further study in grammar, reading, conversation, and composition. Lab required. P—Japanese 112 or equivalent.

Japanese 199. Individual Study. (2-4) P—Permission of instructor.

Japanese 211. Bungaku: Introduction to Literature Written in Modern Japanese. (4) Readings in Japanese in prose and poetry. P—Japanese 152 or permission of instructor. Satisfies a Division I requirement.

Japanese 220. Advanced Conversation. (4) Study of conversational and interactional skills using reading materials and audiovisual materials as basis for class discussion. P—Japanese 211.

Japanese 230. Advanced Japanese I. (4) Integration of speaking, reading, and writing skills with emphasis on written and audiovisual sources including newspapers, literature, and film. P—Japanese 220.

Japanese 231. Advanced Japanese II. (4) Continuation of Japanese 230, with emphasis on oral presentation and compositional skills. P—Japanese 230.

Humanities 170. Understanding Japan. (4) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations.

***Humanities 219. Introduction to Japanese Literature.** (4)

***Humanities 347. Women Writers in Japanese Culture.** (4)

International Studies 210. Japanese and American Culture: A Cross-Cultural Comparison. (4) An exploration and comparison of values, behavior, and beliefs in Japanese and American culture, with special attention to such topics as education, gender differences, and social hierarchy.

Linguistics 231. Language and Gender in Japanese Culture. (4) Analyses of social and psychological factors related to gender differences in Japanese language usage. (Also listed as Women's Studies 231.)

**See the appropriate listings for descriptions and prerequisites of courses given in English.*

East Asian Studies

(Foreign Area Study)

Wei-chin Lee (Politics), Coordinator

East Asian Studies requires twenty-four credits, which must be taken from at least three different departments and/or programs. One of these must be either Chinese 211 or Japanese 211. Although Asian Studies 381, *Independent Research in Asian Studies*, may be repeated for credit, only four of these credits can apply toward East Asian Studies. Appropriate credit in East Asian Studies also may be obtained by study in China through the SASASAAS/Wake Forest program or in Japan through the Wake Forest/Tokai University program, or through other Wake Forest approved courses of study in Asia. Study abroad is strongly encouraged but not required. Courses may be chosen from among the following list. (See course descriptions under appropriate listings.)

- | | |
|--------------------------------|--|
| Art | 104. <i>Topics in World Art</i> (when focus is on Asia). (4) |
| Asian Studies | 311. <i>Special Topics in Asian Studies</i> . (2-4)
381. <i>Independent Research in Asian Studies</i> . (2-4) |
| Chinese Lang.
& Literature | 111, 112. <i>Elementary Chinese</i> . (5,5)
151, 152. <i>Intermediate Chinese</i> . (5,5)
199. <i>Individual Study</i> . (1-4)
211. <i>Wen-xue: Introduction to Literature Written in Chinese</i> . (4) |
| Communication | 351. <i>Comparative Communication</i> . (2,4)
a. Japan |
| History | 310. <i>Seminar</i> . (4)
341. <i>History of Women in Modern Asia</i> . (4)
343. <i>Imperial China</i> . (4)
344. <i>Modern China</i> . (4)
346. <i>Japan before 1600</i> . (4)
347. <i>Japan since World War II</i> . (4)
348. <i>Japan since 1600</i> . (4) |
| Humanities | 170. <i>Understanding Japan</i> . (4)
219. <i>Introduction to Japanese Literature</i> . (4)
221. <i>Introduction to Chinese Literature</i> . (4)
347. <i>Women Writers in Japanese Culture</i> . (4)
348. <i>Chinese Revolutionary Literature to 1948</i> . (2)
349. <i>Chinese Liberation Literature since 1948</i> . (2)
350. <i>Modern Chinese Literature</i> . (4) |
| International
Studies | 210. <i>Japanese and American Culture: A Cross-Cultural Comparison</i> . (4) |
| Japanese Lang.
& Literature | 111, 112. <i>Elementary Japanese</i> . (5,5)
151, 152. <i>Intermediate Japanese</i> . (5,5)
199. <i>Individual Study</i> . (2-4)
211. <i>Bungaku: Introduction to Literature Written in Modern Japanese</i> . (4)
220. <i>Advanced Conversation</i> . (4) |

	230. <i>Advanced Japanese I.</i> (4)
	231. <i>Advanced Japanese II.</i> (4)
Philosophy	253. <i>The Main Streams of Chinese Philosophy and Religion.</i> (4) (Also listed as Religion 380.)
Politics	248. <i>Government and Politics of China.</i> (4) 249. <i>Government and Politics of Japan.</i> (4) 260. <i>East Asian International Relations.</i> (4)
Religion	361. <i>Buddhism.</i> (4) 362. <i>Islam.</i> (4) 380. <i>The Main Streams of Chinese Philosophy and Religion.</i> (4) (Also listed as Philosophy 253.)
Women's Studies	231. <i>Language and Gender in Japanese Culture.</i> (4) (Also listed as Linguistics 231.)

Economics

Claire Holton Hammond, Chair
Archie Carroll Professor of Ethical Leadership John C. Moorhouse
Reynolds Professor John H. Wood
Professors David G. Brown, Donald E. Frey, J. Daniel Hammond
Associate Professors Allin F. Cottrell, Claire Holton Hammond,
Michael S. Lawlor, Perry L. Patterson, Robert M. Whaples
Assistant Professors Jac C. Heckelman, Andrew J. Yates
Visiting Assistant Professors John W. Dawson
Instructor Chiara Gratton

The objectives of the economics program are to help prepare students for effective participation in the decision-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government.

The major in economics consists of thirty-six credits in economics, including Economics 150, 205, 206, 207, and 208. The remaining economics courses are selected by the student and his or her adviser. A minimum grade of C is required in Economics 150, 205, and 207, and an overall C average in economics courses. The student also must pass either Mathematics 108 or 111 and Mathematics 109 (or similar course with permission of department chair).

The minor in economics consists of twenty-four credits, including Economics 150, 205, and 207. The mathematics and minimum grade requirements for the minor are the same as for the major.

Economics majors are encouraged to take complementary courses in mathematics, the humanities, or other social sciences to sharpen their analytical skills and to acquire a broader understanding of important issues. The faculty adviser will assist each student in determining the particular combination of courses that satisfies his or her needs.

Economics majors with a grade average of at least 3.0 and 3.3 in economics may graduate with “Honors in Economics” by satisfying the research requirement of Economics 298. It is recommended but not required that Economics 297 be taken first.

The Department of Economics and the Department of Mathematics and Computer Science offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Economics 150, 205, 207, 210, 211, 215, 218; Mathematics 111, 112, 113, 121, 254, 255; and three additional courses chosen with the approval of the program advisers. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics and Computer Science. A minimum grade average of C in all courses attempted for the mathematical economics joint major is required for graduation.

Highly qualified majors are encouraged to apply for admission to the honors program in the joint major. To be graduated with the designation “Honors in Mathematical Economics,” a student must satisfy the requirements of Economics 298 or Mathematics 381 by successfully completing a senior research project. Consult the program advisers for additional information.

For the BA in economics the following schedule is typical:

<i>First Year</i>	<i>Sophomore</i>	<i>Junior*</i>	<i>Senior</i>
Lower Division requirements	Economics 150 Mathematics 108 or 111 Mathematics 109	Economics 205, 206 Economics 207, 208	Four electives in economics

**It is expected that economics majors will complete the intermediate theory sequences in their junior year.*

For the BS in mathematical economics the following schedule is typical:

<i>First Year</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>
Mathematics 111,112 Lower Division requirements	Economics 150 Mathematics 113, 121	Economics 205, 207 Economics 210, 211 Economics 215 Mathematics 254, 255	Economics 218 Three electives in economics and/or mathematics

150. Introduction to Economics. (4) A survey of micro and macroeconomic principles. Introduction to basic concepts, characteristic data and trends, and some analytic techniques. Preference in enrollment will be given to students with sophomore or upperclass standing.

168. The Political Economy of Environmental Policy. (2) Develops a set of core economic principles essential for understanding and evaluating environmental policy issues. (Required for environmental studies minor. Does not count toward economics major and minor requirements unless Economics 248 also is successfully completed.)

205. Intermediate Microeconomics I. (4) Development of demand and supply analysis, neoclassical theory of household and firm behavior, and alternative market structures. P—Economics 150.

206. Intermediate Microeconomics II. (4) More advanced theory of maximizing behavior of economic agents with discussion of risk, uncertainty, and economic dynamics. Theory employed in assessment of policy issues. P—Economics 205.

207. Intermediate Macroeconomics I. (4) Development of macroeconomic concepts of national income, circular flow, income determination, IS-LM analysis, and Phillips curves. Emphasizes contributions of Keynes and the Keynesian tradition, including some attention to primary literature. P—Economics 150.

208. Intermediate Macroeconomics II. (4) Considers extensions of Keynesian theory, such as the post-Keynesians, and alternatives to Keynesian theory, such as monetarism, traditional classical, and new classical theories. More advanced tools of macroeconomic analysis may be introduced, for instance large forecasting models or dynamics. P—Economics 207.

210. Microeconomic Models. (2) Development of formal models of consumer behavior, choice under risk, the firm, and demand and supply. Static and dynamic properties of the models are explored. P—Economics 205 and Mathematics 111.

211. Macroeconomic Models. (2) Development of formal Keynesian, post-Keynesian, monetarist, and new classical macro models. Static and dynamic properties of the models are explored. P—Economics 207 and Mathematics 111.

212. Economic Forecasting. (4) A computer-oriented application of modern econometric and time series methods for forecasting economic variables. P—Economics 150. C—Economics 207.

215. Introduction to Econometrics. (4) Economic analysis through quantitative methods, with emphasis on model construction and empirical research. P—Economics 205, 207 and Mathematics 109 or 121.

218. Seminar in Mathematical Economics. (4) Calculus and matrix methods used to develop basic tools of economic analysis. P—Economics 205, 207 and Mathematics 111, 112.

219. Decision Analysis. (4) The theory and practice of decision making under uncertainty. Applications and examples are drawn from realms of personal, legal, business, medical, and environmental decision making. P—Economics 150 and Mathematics 109.

221. Public Finance. (4) An examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt-management. P—Economics 205.

222. Monetary Theory and Policy. (4) An investigation of the nature of money, the macroeconomic significance of money, financial markets, and monetary policy. P—Economics 207.

223. Financial Markets. (4) A study of the functions, structure, and performance of financial markets. P—Economics 205, 207.

224. Law and Economics. (4) An economic analysis of property, contracts, torts, criminal behavior, due process, and law enforcement. P—Economics 205.

225. Public Choice. (4) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. P—Economics 205.

231. Economics of Industry. (4) Analysis of the link between market structure and market performance in U.S. industries from theoretical and empirical viewpoints. Examines the efficiency of mergers, cartels, and other firm behaviors. Case studies may include automobiles, steel, agriculture, computers, sports, and telecommunications. P—Economics 205.

232. Business and Government. (2,4) Analysis of the logic and effectiveness of various regulatory instruments used by government to affect the structure and performance of industry. Principal topics include economic regulation of natural monopoly, antitrust policy, and deregulation in transportation and other industries. P—Economics 150. C—Economics 205.

235. Labor Economics. (4) A theoretical and empirical survey of labor markets. Topics include: the demand and supply of labor, compensating wage differentials, education and training, discrimination, unions, public sector employment, earnings inequality, and unemployment. P—Economics 205, 207.

246. Urban Economics. (4) Theoretical and empirical study of the city as an economic entity, with attention to land-use patterns and prices, urban decay and redevelopment, suburbanization, housing, and city finance. P—Economics 150.

248. Resource Economics. (2) The economic theory of natural resource allocation and environmental quality. P—Economics 168 and 205.

251. International Trade. (4) Development of the theory of international trade patterns and prices and the effects of trade restrictions such as tariffs and quotas. P—Economics 205.

252. International Finance. (4) A study of foreign exchange and Eurocurrency markets, balance of payments, and macroeconomic policy in open economies. P—Economics 205, 207.

253. Economies in Transition. (4) A theoretical and institutional examination of historically socialist nations and the dilemmas of transition. Special reference to the former Soviet Union. P—Economics 150.

258. Economic Growth and Development. (4) A study of the problems of economic growth, with particular attention to the less developed countries of the world. P—Economics 205, 207.

261. American Economic Development. (4) The application of economic theory to historical problems and issues in the American economy. P—Economics 150.

262. History of Economic Thought. (4) A historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P—Economics 205, 207.

265. Economic Philosophers. (2,4) An in-depth study of the doctrines and influence of up to three major figures in economics, such as Smith, Marx, and Keynes. P—Economics 205, 207.

270. Current Economic Issues. (2,4) Examines current economic issues using economic theory and empirical evidence. Topics may include recent macroeconomics events, government budget deficits, banking insurance, corporate takeovers, international economic rivalries, economic differences by race and gender, health care, welfare, labor unions, legal reform, global warming and others. P—Economics 150.

271, 272. Selected Areas in Economics. (1,2,4; 1,2,4) A survey of an important area in economics not included in the regular course offerings. The economics of housing, education, technology, and health services are examples. Students should consult the instructor to ascertain topic before enrolling. P—Economics 205, 207.

290. Individual Study. (2,4) Directed readings in a specialized area of economics. P—Permission of instructor.

297. Preparing for Economic Research. (2) Designed to assist students in selecting a research topic and beginning the study of the selected topic. P—Permission of instructor.

298. Economic Research. (4) Development and presentation of a senior research project. Required of candidates for departmental honors. P—Permission of department.

Education

Joseph O. Milner, Chair

Professors John P. Anderson, Patricia M. Cunningham, Samuel T. Gladding,
John H. Litcher, Joseph O. Milner, Linda N. Nielsen, Leonard P. Roberge
Associate Professors Robert H. Evans, Leah P. McCoy, Mary Lynn B. Redmond
Assistant Professors R. Scott Baker, Donna A. Henderson, Loraine M. Stewart
Adjunct Assistant Professors Alan S. Cameron, G. Dianne Mitchell,
Marianne A. Schubert, Elizabeth H. Taylor
Instructor Johnne W. Armentrout
Visiting Instructor Vanda D. Thomas

Wake Forest University believes that the teaching profession is important to society and that its welfare is significantly affected by the quality of educational leadership. One of the important objectives of the University has been and continues to be the preparation of teachers. The University's commitment to quality in teacher education is demonstrated by selective admission to the program, a wide range of professional courses, and closely supervised internships appropriate to the professional development of students.

Prospective elementary and social studies teachers earn licensure in those broad areas and major in education. Prospective secondary teachers of English, Latin, math, science, and prospective K-12 teachers of foreign languages major in that discipline and minor in education. In addition to the professional program, the department provides elective courses open to all students.

Teacher Licensure. The state of North Carolina issues the Professional Class A Teacher's License to graduates who have completed an approved program, including the specified courses in their teaching fields and the prescribed courses in education, who have demonstrated specific competencies, and who receive recommendations from the designated officials in their teaching areas and from the chair of the department.

Students who have graduated from an institution of higher education but have not completed an approved licensure program may seek admission to the department in order to complete the Class A License.

Admission Requirements. Application for admission to the teacher education program normally occurs during the sophomore year. Admission involves filing an official application with the department's licensure officer, being interviewed, and being officially approved by the department. In addition, the state of North Carolina requires teacher education program applicants to successfully complete the Praxis I before being formally admitted.

All students are required to have a 2.50 or better grade-point average before being formally accepted in the Teacher Education Program. Formal acceptance into the program should take place during the first week of the semester prior to student teaching. Elementary education students must have a 2.50 GPA at the end of December of their junior year; secondary education students must have a 2.50 GPA at the end of August of their junior year.

Program Area Goals. The goals and objectives for each licensure area are available in the office of the Department of Education.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. The exact sequence of professional and academic courses varies with a student's particular program and is determined by the adviser in conference with the candidate. For those seeking secondary certification, the majority of the professional work is taken during one semester of the senior year. Candidates for the elementary license typically begin course work required for licensure during the sophomore year.

Student Teaching. Prerequisites for registering for student teaching include (1) senior, graduate, or special student classification; (2) completion of two field experience courses, Educational Psychology, and the Foundations of Education course; (3) formal admission to the teacher education program.

Students are assigned to student teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. One semester of the senior year is reserved for the student teaching experience and the block of courses preparatory to that experience in the schools. Students may not take other courses during this semester without the approval of the department chair.

Exit Requirements. Students must maintain a 2.50 GPA while enrolled in the teacher education program, and complete the program with a minimum GPA of 2.50. The state

of North Carolina requires candidates for professional licensure to successfully complete the Principles of Learning and Teaching and the Specialty Area Exam of the NTE or the appropriate Praxis II Subject Assessment Exam(s).

Teaching Area Requirements

Secondary Certificate

English—Forty credits, including 287, 323, and 390 or its equivalent. A course in world literature is also required.

French—Licensure in K-12 in French: Thirty-six credits above French 213. French 219, 220, 222, or their equivalents are required, as are three of the following courses: 221, 229, 323 or 324; students also must complete two of the three survey courses: 215, 216, 217.

Spanish—Licensure in K-12 in Spanish: Thirty-six credits above Spanish 213. Spanish 217, 218, 219, 220, 223, 224, or their equivalents, plus one additional advanced course in Spanish literature and one in Spanish-American literature.

German—Licensure in K-12 in German: Thirty-seven credits beyond German 112 or 113, including German 215, 216, 217, 218, 219, 220, 221; one of the following courses: 249, 281, 285.

Latin—The requirements are the same as those for the major in Latin.

Mathematics—Forty credits, including Mathematics 111, 112, 113, 121, 221, 331; four credits from 311, 317, or 357; at least two additional 300-level courses. If the student does not elect 357, it is recommended that he/she take 109.

Music—Forty-eight credits, including Music 171, 172, 173, 174, 181, 182, 186, 187, 188; Education 280, 282, 284, 289, and 354.

Science—Licensure in the individual fields of science: biology (forty-one credits), chemistry (fifty-five credits), or physics (thirty-six credits). *All* credits must be from the same courses required for majors in those fields.

Social Studies—Forty credits, including twenty-four credits in history, with course work in United States, European, and Third World history; sixteen credits with one course in economics, geography, politics, and anthropology or sociology.

Education courses required for a secondary license include Education 201, 202, 203, 307, 311, 354, 364, and 395. (Education 201, 202, 203 are replaced by 361, 362, 363 respectively for students with graduate or unclassified standing.) In addition to these requirements, students seeking K-12 licensure in foreign languages must take either Education 313 or Psychology 241, and Education 390.

Elementary Certificate

A major in elementary education requires forty-eight credits including Education 201, 202, 203, 221, 222, 250, 293, 294, 295, 296, 298, 301, 311, 382. In addition to or as part of lower division requirements, all education majors must have taken at least one course in biology, one course in mathematics, and one course in art or music. Elementary education majors must complete a minor in any department or have a concentration in one of the following areas: language arts, social studies, science, mathematics or foreign language. (Because many courses must be taken in the junior year to prepare for the senior fall student teaching block, education majors who want to take a semester abroad should take that semester during the sophomore year.)

Education Minor

A minor in professional education requires Education 201, 202, 203, 307, 311, 354, 364, 382, 395, 398, and is awarded only to students in the teacher education program.

201. Foundations of Education. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

202. Field Experience One. (2) Practical experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only. P—Permission of department.

203. Field Experience Two. (2) Further experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only. P—Education 202.

221. Children's Literature and Reading. (4) A survey of the types of literature appropriate for the elementary grades and an investigation of the basic problems in reading. P—Permission of instructor.

222. Integrating the Arts and Movement into the Elementary Curriculum. (3) A survey of the materials, methods, and techniques of integrating the arts and physical development into the elementary curriculum. P—Permission of instructor.

231. Adolescent Literature. (4) A study of recent fiction centering on the lives of adolescents. Attention is given to interpretation of literature ranging from the reader response approach to critical pluralism.

250. Student Teaching: Elementary. (6) Supervised teaching experience in grades K-6. Pass/fail. P—Permission of instructor.

271. Geography: The Human Environment. (4) A survey of the geography of human activity as it occurs throughout the world. Emphasis is placed on current problems related to population, resources, regional development, and urbanization.

272. Geography Study Tour. (4) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour. *Offered in the summer.*

273. Geography: The Natural Environment. (4) A systematic study of the major components of physical geography with special emphasis on climate and topography.

274. Environmental Geography. (4) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions.

281. Public Life and the Liberal Arts. (4) The course will be devoted to topics of abiding significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. *Politics and the Arts* and *Theory and Practice in Public Life* are representative topics.

293. Elementary School Curriculum: Theory and Practice. (3) General principles of curriculum construction and teaching methods. Introduction to the use of audiovisual materials and equipment. P—Permission of instructor.

294. Methods and Materials for Teaching Language Arts. (3) A survey of the basic materials, methods, and techniques of teaching language arts in the elementary grades. P—Permission of instructor.

295. Methods and Materials for Teaching Social Studies. (3) A survey of the basic materials, methods, and techniques of teaching social studies in the elementary grades. P—Permission of instructor.

296. Methods and Materials for Teaching Mathematics. (4) A survey of the basic materials, methods, and techniques of teaching mathematics in the elementary grades, centering on relevant mathematics content. P—Permission of instructor.

297. Trends and Issues in American Schools. (2) An exploration of contemporary trends and issues as they affect course content and teaching methods in the schools. The course is intended to help those not entering professional education evaluate their schools as informed citizens and decision-makers.

298. Methods and Materials for Teaching Science. (4) A survey of the basic materials, methods, and techniques of teaching science in the elementary grades, centering on relevant science content. P—Permission of instructor.

301. Microcomputer and Audiovisual Literacy. (4) An introduction to microcomputers for educators and other users, emphasizing familiarity with computers, use and evaluation of software, and elementary programming skills. Experience with audiovisual materials and techniques is included.

302. Production of Instructional Methods. (4) Methods of producing instructional materials and other technological techniques. P—Education 301.

303. History of Western Education. (4) Educational theory and practice from ancient times through the modern period, including American education.

304. Theories of Education. (4) Contemporary proposals for educational theory and practice studied in the context of social issues.

305. The Sociology of Education. (4) A study of contemporary educational institutions. This course examines such issues as school desegregation, schooling and social mobility, gender equity, and multiculturalism.

307. Technology in Education. (3) An introduction to the use of computers as a support for teaching and the activities ancillary to teaching. P—Education 203.

308. School and Society. (4) A study of continuity and change in educational institutions, including analysis of teachers, students, curriculum, evaluation, contemporary problems, and reform movements. P—Education 201 or introductory course in history or social science.

311. Educational Psychology. (4) The theories, processes, and conditions of effective teaching/learning. P—Education 201 or permission of instructor.

312. Teaching Children with Special Needs. (4) A survey of the various types of learning problems commonly found in elementary children. Students will observe exemplary programs, tutor children with special needs, and attend seminars on effective instructional techniques. P—Education 221 and 250.

313. Human Growth and Development. (4) A study of the intellectual, emotional, and physical components of growth from birth to adolescence, with special concern for the educational implications of this process.

341. Principles of Counseling and Guidance. (4) Counseling history, philosophy, theory, procedure, and process. Therapeutic and developmental counseling approaches in guidance and personnel work in education, business, and community service agencies. P—Permission of instructor.

351. Adolescent Psychology. (5) An introduction to theories of adolescent psychology as related to teaching and counseling in various settings. The readings emphasize researchers' suggestions for parenting, teaching, and counseling adolescents between the ages of thirteen and nineteen.

354. Methods and Materials. (5) Methods, materials, and techniques used in teaching the various subjects. P—Education 201 and permission of instructor.

358. Studies in Contemporary Leadership. (4) An examination of contemporary leadership theory and its various applications in society. Students engage in practical leadership exercises, read on a variety of leadership topics, and develop their own philosophy of leadership. A twenty-five contact hour internship is required. (Cross listed as Humanities 358.)

361. Foundations of Education. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

362. Field Experience One. (2) Practical experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only.

363. Field Experience Two. (2) Further experiences in elementary or secondary classrooms. Weekly public school participation and seminar. Pass/fail only. P—Education 362.

364. Field Experience Three: Secondary/Student Teaching. (6) Supervised teaching experience in grades 6-12. Pass/fail. P—Permission of instructor.

382. Reading and Writing in Content Areas. (2) A survey of methods for teaching reading and writing to help students learn in the various content areas, and of techniques for adapting instruction to the literacy levels of students. P—Permission of instructor.

387. Tutoring Writing. (2) Introduction to composition theory and rhetoric with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. (Strongly recommended for those interested in working in the Writing Center as peer tutors.) A student may not receive credit for both Education 387 and English 287.

390. Methods and Materials for Teaching Foreign Languages (K-6). (4) A survey of the basic materials, methods, and techniques of teaching foreign languages in the elementary and middle grades. Emphasis is placed on issues and problems involved in planning and implementing effective second language programs in grades K-6. *Spring semester.*

391. Teaching the Gifted. (4) An investigation of theory and practice pertinent to teachers of the gifted.

392. The Psychology of the Gifted Child. (4) A discussion of giftedness and creativity in children and the relationship of those characteristics to adult superior performance. Topics to be covered include a history of the study of precocity, methods and problems of identification, the relationship of giftedness and creativity, personality characteristics and social-emotional problems of gifted children, and the social implications of studying giftedness.

393. Individual Study. (2,4) A project in an area of study not otherwise available in the Department of Education. Permitted upon departmental approval of petition presented by a qualified student.

394. Internship in Education of the Gifted. (4) An intensive period of observation and instruction of gifted students. Readings and directed reflection upon the classroom experience will be used to develop a richer understanding of such a special school setting.

395. Teaching Exceptional Students. (3) An introduction to understanding exceptional students and effective teaching strategies for their inclusion in the regular classroom.

396. Education in Business and Industry. (4) Educational concepts applied to programs in education and training in business/industrial settings.

397. Research and Trends in the Teaching of Foreign Languages. (4) A study of current trends and issues in foreign language education. Research topics include language and linguistics, culture, and technology. *Offered alternate summers in French- or Spanish-speaking countries. Offered other summers on campus.*

398. Seminar in Secondary Education. (1) An investigation of the issues that form the context for teaching in secondary schools.

English

Nancy J. Cotton, Chair

W.R. Kenan Jr. Professor of Humanities Allen Mandelbaum

Professors Nancy J. Cotton, Mary K. DeShazer,

Andrew V. Ettin, James S. Hans, W. Dillon Johnston,

Robert W. Lovett, Barry G. Maine, Dolly A. McPherson, William M. Moss,

Gillian R. Overing, Robert N. Shorter, Edwin G. Wilson

Zachary T. Smith

Associate Professor Gale Sigal

Associate Professors Anne Boyle, Bashir El-Beshti, Scott W. Klein,

Philip F. Kuberski, Claudia N. Thomas

Assistant Professors Janis Caldwell, Elizabeth A. Petrino, Lisa Sternlieb,

Olga Valbuena

Adjunct Assistant Professor Eileen Cahill, Julie Edelson

Visiting Assistant Professors E. Barnsley Brown, Caroline Levine,

Shona Simpson, Suzanne Young, Carolyn L. Mathews,

Jeryl J. Prescott, Michele S. Ware, Karen Weyler

Lecturer in Journalism Wayne King

Lecturer Patricia A. Johansson

Visiting Lecturer in Journalism Justin Catanoso

Instructor Thomas W. McGohey

Visiting Instructors Ralph Black, Michael Horn, Jeannine Johnson,

Steven Shoemaker

Poet-in-Residence Jane Mead

The major in English requires a minimum of forty credits, at least thirty-two of which must be in advanced language and literature courses numbered 300 to 399. These courses must include Shakespeare, two additional courses in British literature before 1800, one course in American literature, and a major seminar, which must be taken no later than the spring semester of the junior year. Majors and their advisers plan individual programs to meet these requirements and to include work in the major literary genres.

A minor in English requires English 160 or 165 and English 170 or 175, plus twenty credits in advanced language and literature courses. Each minor will be assigned an adviser in the English department who will plan a program of study with the student.

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170, and 175, all of which are offered each semester. Additional courses in journalism and writing are offered by the department as related subjects but do not count toward an English major; they may be taken as electives regardless of the field of study in which a student majors.

Highly qualified majors are invited by the department to apply in the second semester of their junior year for admission to the honors program in English. To graduate with "Honors in English," students must have a minimum grade-point average of 3.5 in the major and 3.0 in all course work and must satisfy the requirements for English 388 during their senior year. Interested students may consult departmental faculty members for further information.

Lower Division Courses

105. Introduction to Critical Reading and Writing. (4) Training in the fundamentals of written English and introduction to the activities basic to undergraduate study: critical reading and writing, interpretation, report, and discussion. Admission by placement only; does not satisfy the basic composition requirement.

***111. Writing Seminar.** (4) Training in expository writing; frequent essays based on readings in a selected topic.

160. Introduction to British Literature. (4) Eight to ten writers representing different periods and genres.

165. Studies in British Literature. (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.

170. Introduction to American Literature. (4) Emphasis on a minimum of seven writers of the nineteenth and twentieth centuries, including both prose and poetry.

175. Studies in American Literature. (4) Three to five writers representing different periods; primarily discussion, with frequent short papers. Limited enrollment. P—Permission of department.

210. Advanced Composition. (4) Study of prose models of exposition; frequent papers and individual conferences. Enrollment limited. P—Satisfaction of basic composition requirement.

224. Exploring Shakespeare. (4) Six to eight works by Shakespeare in different genres, studied through printed texts, films, and videos. Emphasis will be placed on developing abilities to understand and appreciate Shakespeare's works in performance through attention to language and stagecraft. This course may not be counted toward the major or minor in English.

299. Individual Study. (2-4) A course of independent study with faculty guidance. By prearrangement.

Journalism Courses

See section on Journalism, page 145.

Writing Courses

285. Poetry Workshop. (2, 4) A laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

**English 111 is a prerequisite for all other courses in English unless the basic requirement is waived.*

286. Short Story Workshop. (2) A study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form. P—Permission of instructor.

287. Tutoring Writing. (2) Introduction to composition theory and rhetoric, with a special emphasis on one-to-one tutoring techniques. Students will analyze their own writing process and experiences, study modern composition theory, and practice tutoring techniques in keeping with these theories. Strongly recommended for those interested in working in the Writing Center as peer tutors. A student may not receive credit for both Education 387 and English 287.

383, 384. Theory and Practice of Poetry Writing. (4,4) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. P—English 285 or permission of instructor. Either 383 or 384 may count toward the major in English, but not both.

Advanced Language and Literature Courses

The prerequisite for all 300-level courses in English is any one of the courses in British and American literature numbered 160, 165, 170 and 175, all of which are offered each semester.

300. Seminar in the Major. (4) Selected topics in British and American literature. Intensive practice in critical discourse, including discussion, oral reports, and short essays. Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors.

301. Individual Authors. (2) Study of selected work from an important American or British author. May be repeated.

302. Ideas in Literature. (2, 4) Study of a significant literary theme in selected works. May be repeated.

304. History of the English Language. (4) A survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

305. Old English Language and Literature. (4) An introduction to the Old English language and a study of the historical and cultural background of Old English literature, including Anglo-Saxon and Viking art, runes, and Scandinavian mythology. Readings from *Beowulf* and selected poems and prose.

310. The Medieval World. (4) Through the reading of primary texts, this course will examine theological, philosophical, and cultural assumptions of the Middle Ages. Topics may include Christian providential history, drama, devotional literature, the Franciscan controversy, domestic life, and Arthurian romance.

311. The Legend of Arthur. (4) The origin and development of the Arthurian legend in France and England, with emphasis on the works of Chretien de Troyes and Sir Thomas Malory.

312. Medieval Poetry. (4) The origin and development of poetic genres and lyric forms of Middle English.

315. Chaucer. (4) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.

319. Virgil and His English Legacy. (4) A study of Virgil's *Eclogues*, *Georgics*, and selected passages of the *Aeneid*, and their influence on English literature, using translations and original works by writers of the sixteenth through the eighteenth centuries, including Spenser, Marlowe, Milton, Dryden, and Pope. Knowledge of Latin is not required. (Also listed as Classics 259.)

320. British Drama to 1642. (4) British drama from its beginning to 1642, exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan and Jacobean tragedies, comedies, and tragicomedies.

323. Shakespeare. (4) Thirteen representative plays illustrating Shakespeare's development as a poet and dramatist.

325. Sixteenth-Century British Literature. (4) Concentration on the poetry of Spenser, Sidney, Shakespeare, Wyatt, and Drayton, with particular attention to sonnets and *The Faerie Queene*.

326. Studies in English Renaissance Literature. (4) Selected topics in Renaissance literature. Consideration of texts and their cultural background.

327. Milton. (4) The poetry and selected prose of John Milton, with emphasis on *Paradise Lost*.

328. Seventeenth-Century British Literature. (4) Poetry of Donne, Herbert, Vaughan, Marvel, Crashaw; prose of Bacon, Burton, Browne, Walton. Consideration of religious, political, and scientific backgrounds.

330. Restoration and Eighteenth-Century British Literature. (4) Representative poetry and prose, exclusive of the novel, 1660-1800, drawn from Dryden, Behn, Swift, Pope, Johnson, and Wollstonecraft. Consideration of cultural backgrounds and significant literary trends.

335. Eighteenth-Century British Fiction. (4) Primarily the fiction of Defoe, Richardson, Fielding, Smollett, Sterne, and Austen.

336. Restoration and Eighteenth-Century British Drama. (4) British drama from 1660 to 1780, including representative plays by Dryden, Etherege, Wycherley, Congreve, Goldsmith, and Sheridan.

337. Studies in Eighteenth-Century British Literature. (4) Selected topics in eighteenth century literature. Consideration of texts and their cultural background.

340. Studies in Women and Literature. (4) A. The woman writer in society. B. Feminist critical approaches to literature.

- 350. British Romantic Poets.** (4) A review of the beginnings of Romanticism in British literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelley; collateral reading in the prose of the period.
- 353. Nineteenth-Century British Fiction.** (4) Representative major works by Dickens, Eliot, Thackeray, Hardy, the Brontës, and others.
- 354. Victorian Poetry.** (4) A study of Tennyson, Browning, Hopkins, and Arnold or another Victorian poet.
- 360. Studies in Victorian Literature.** (4) Selected topics, such as development of genres, major authors and texts, and cultural influences. Readings in poetry, fiction, autobiography, and other prose.
- 361. Literature and Science.** (4) Literature of and about science. Topics will vary and may include literature and medicine, the two culture debate, poetry and science, nature in literature, the body in literature.
- 362. Blake, Yeats, and Thomas.** (4) Reading and critical analysis of the poetry of Blake, Yeats, and Dylan Thomas; study of the plays of Yeats and his contemporaries in the Irish Renaissance, especially Synge and Lady Gregory.
- 363. Studies in Modernism.** (4) Selected issues in Modernism. Interdisciplinary, comparative, and theoretical approaches to works and authors.
- 364. Studies in Literary Criticism.** (4) Consideration of certain figures and schools of thought significant in the history of literary criticism.
- 365. Twentieth-Century British Fiction.** (4) A study of Conrad, Lawrence, Joyce, Forster, Woolf, and later British writers, with attention to their social and intellectual backgrounds.
- 366. James Joyce.** (4) The major works by James Joyce, with an emphasis on *Ulysses*.
- 367. Twentieth-Century English Poetry.** (4) A study of twentieth-century poets of the English language, exclusive of the U.S. poets, will be read in relation to the literary and social history of the period.
- 368. Studies in Irish Literature.** (4) Critical readings of the works of major Irish writers within the context of the political, social, and literary history of Ireland.
- 369. Modern Drama.** (4) Main currents in modern drama from nineteenth-century realism and naturalism through symbolism and expressionism. After an introduction to European precursors, the course focuses on representative plays by Wilde, Shaw, Synge, Yeats, O'Neill, Eliot, Hellman, Wilder, Williams, Hansberry, and Miller.
- 370. American Literature to 1820.** (4) Origins and development of American literature and thought in representative writings of the Colonial, Revolutionary, and Federal periods.
- 372. American Romanticism.** (4) Writers of the mid-nineteenth century, including Emerson, Thoreau, Hawthorne, and Melville.

375. American Drama. (4) A historical overview of drama in America, covering such playwrights as Boucicault, O'Neill, Hellman, Wilder, Williams, Inge, Miller, Hansberry, Albee, Shepard, Norman, Mamet, and Wilson.

376. American Poetry before 1900. (4) Readings and critical analysis of American poetry from its beginnings to the end of the nineteenth century, including Bradstreet, Emerson, Longfellow, Melville, and Poe, with particular emphasis on Whitman and Dickinson.

377. American Jewish Literature. (4) A survey of writings on Jewish topics or experiences by American Jewish writers. The course explores cultural and generational conflicts, responses to social change, the impact of the Shoah (Holocaust) on American Jews, and the challenges of language and form posed by Jewish and non-Jewish artistic traditions.

378. Literature of the American South. (4) A study of Southern literature from its beginnings to the present, with emphasis upon such major writers as Tate, Warren, Faulkner, O'Connor, Welty, and Styron.

379. Literary Forms of the American Personal Narrative. (4) Reading and critical analysis of autobiographical texts in which the ideas, style, and point of view of the writer are examined to demonstrate how these works contribute to an understanding of pluralism in American culture. Representative authors may include Hurston, Wright, Kingston, Angelou, Wideman, Sarton, Chuang Hua, Crews, and Dillard.

380. American Fiction from 1865 to 1915. (4) Such writers as Twain, James, Howells, Crane, Dreiser, Wharton, and Cather.

381. Studies in Black American Literature. (4) Reading and critical analysis of selected fiction, poetry, drama, and other writing by representative black Americans.

382. Modern American Fiction, 1915 to 1965. (4) To include such writers as Stein, Lewis, Anderson, Hemingway, Fitzgerald, Faulkner, Dos Passos, Wolfe, Wright, Ellison, Agee, Flannery O'Connor, and Pynchon.

383, 384. Theory and Practice of Poetry Writing. (4,4) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles. P—English 285 or permission of instructor. Either 383 or 384 may count toward the major in English, but not both.

385. Twentieth-Century American Poetry. (4) Readings of modern American poetry in relation to the literary and social history of the period.

386. Directed Reading. (2-4) A tutorial in an area of study not otherwise provided by the department; granted upon departmental approval of petition presented by a qualified student.

388. Honors in English. (4) A conference course centering upon a special reading requirement and a thesis requirement. For senior students wishing to graduate with "Honors in English."

390. The Structure of English. (4) An introduction to the principles and techniques of modern linguistics applied to contemporary American English.

391. Studies in Postmodernism. (4) Interdisciplinary, comparative, and theoretical approaches to works and authors.

394. Contemporary Drama. (4) The course will consider experiments in form and substance in plays from *Godot* to the present. Readings will cover such playwrights as Beckett, Osborne, Pinter, Stoppard, Churchill, Wertenbaker, Albee, Shepard, Mamet, Wilson, Soyinka, and Fugard.

395. Contemporary American Literature. (4) A study of post-World War II American poetry and fiction by such writers as Bellow, Gass, Barth, Pynchon, Lowell, Ashbery, Ammons, Bishop, and Rich.

396. Contemporary British Fiction. (4) A study of the British novel and short story, with particular focus on the multicultural aspects of British life, including works by Rushdie, Amis, Winterson and Ishiguro.

Environmental Studies

(Interdisciplinary Minor)

John Litcher (Education), Coordinator

The Environmental Studies minor provides an interdisciplinary approach to the study of human-environmental interaction. The program seeks to identify and apply perspectives from biology, chemistry, physics, geography, English, government, economics, history, law, and anthropology to the human impact on the natural environment. The Environmental Studies minor, coupled with a liberal arts major, is designed to prepare students for careers in the environment sciences, law, public health, public policy, and public administration plus develop attitudes and values consistent with a sustainable, environmental future.

The minor requires the core course, Environmental Studies 201, which is considered a prerequisite to all other courses in the minor. It is suggested that a prospective minor take this course and any other necessary prerequisites in the freshman and sophomore years. A minimum of twenty-six credits is required for this minor, twenty-two of which include the following required courses:

Anthropology 260. Culture and Nature. (2) A study of the reciprocal effects of the culture and nature relationship, with an emphasis on how different cultures define, use, and value nature.

Biology 113. Evolutionary and Ecological Biology. (5) An introduction to the principles of genetics, ecology, and evolution as they apply to organisms, populations, and communities, with emphasis on evolutionary processes within an ecological context. Intended as a beginning course in biology for prospective majors and for any students with adequate high school preparation in biology. Lab—three hours. No prerequisites.

Economics 168. The Political Economy of Environmental Policy. (2) Develops a set of core economic principles for understanding and evaluating environmental policy issues. (Does not count toward economics major and minor requirements unless Economics 248 also is successfully completed.)

Education 274. Environmental Geography. (4) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions.

Environmental Studies 201. Introduction to Environmental Studies. (4) An interdisciplinary course taught by faculty representing a number of fields. Topics include scientific principles, human populations, resource management, pollution, and environmental ethics.

Environmental Studies 225. Physics and Chemistry of the Environment. (5) The course coheres the basic physical and chemical processes in the earth's atmosphere, biosphere, and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in the air and water; 2) physical aspects of the environment such as solar energy and the atmosphere and the physics of weather and climate. Lab—three hours. P—Chemistry 111 or Physics 113.

German and Russian

Timothy F. Sellner, Chair

Professors William S. Hamilton, Timothy F. Sellner, Larry E. West

Associate Professor Kurt C. Shaw

Assistant Professor Rebecca Thomas

Lecturers Christa G. Carollo, Perry L. Patterson, Stefanie H. Tanis

A major in German requires thirty-seven credits beyond German 112 or 113. These must include German 217; at least one course from among the sequence 249, 281, 285; and the seminar for majors. A minor in German requires five courses beyond German 153, including German 217 and at least one course from among the sequence 249, 281, 285.

Highly qualified majors are invited by the department to apply for admission to the honors program in German. To be graduated with the designation "Honors in German," they must complete a senior research project and pass a comprehensive examination. For additional information, members of the departmental faculty should be consulted.

Students of German are invited to apply for the exchange scholarship at the Free University of Berlin, the W. D. Sanders Scholarships and program of study at Freiburg, Berlin, and Vienna, administered by the Institute of European Studies. Majors and minors are strongly encouraged to live at least one semester in the German House.

111, 112. Elementary German. (4, 4) This course covers the principles of grammar and pronunciation and includes the reading of simple texts. Lab—one hour.

113. Intensive Elementary German. (5) A one-semester course covering the material of German 111 and 112. For students whose preparation for German 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have had German 111 or 112.

153. Intermediate German. (5) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—German 112 or 113.

153x. Intermediate German. (4) The principles of grammar are reviewed; reading of selected prose and poetry. Lab—one hour. P—Three years of high school German.

160. German Language and Customs. (4) Students spend one month in four different regions of Germany and Austria in a program designed to provide constant exposure to the language, customs, geography, and art of these countries. Students attend daily language classes as well as lectures and cultural events. They are required to keep a journal in German. Pass/fail. *Offered in summer.* P—German 112 or 113.

215, 216. Introduction to German Literature. (4,4) The object of this course is to acquaint students with masterpieces of German literature. Parallel reading and reports. P—German 153 or equivalent.

217. Composition and Grammar Review. (4) A review of the fundamentals of German grammar with intensive practice in translation and composition. Required for majors. P—German 153 or equivalent.

218. Basic Conversation. (4) Practice in speaking German, stressing correctness of structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—German 153 or equivalent.

219. Advanced Conversation. (4) Practice in speaking German at a more advanced level, stressing discussion of various topics of current importance in the German-speaking countries. Considerable attention is devoted to achieving fluency. P—German 218 or permission of instructor.

220. German Civilization I. (4) Survey of German culture and civilization from prehistoric times to 1918. Conducted in German. P—153 or equivalent.

221. German Civilization II. (4) Survey of German culture and civilization from the Weimar Republic to the present, with particular emphasis on contemporary Germany. Conducted in German. P—153 or equivalent.

229. German for Business and Economics. (4) Introduction to the spoken and written language of the German business world. Emphasis on business correspondence and oral proficiency skills for banking, import/export and commercial transactions. P—German 217 and 218 or permission of instructor.

231. Weimar Germany. (4) Art, literature, music, and film of Weimar Germany, 1919-33, in historical context. (Also listed as History 318.)

240. Masterworks in Translation. (2) Examination and interpretation of selected texts in English translation. Literary periods, genres, and authors will vary according to instructor. Does not count toward a major or minor in German.

249. German Literature before 1700. (4) A survey of German literature of the Middle Ages, Reformation, and Baroque eras; emphasizes the chivalric period, medieval drama, Martin Luther, and the Baroque period. P—German 215, 216, or equivalent.

270. Individual Study. (1-4) Readings on selected topics in literature or current events not ordinarily covered in other courses. P—German 215, 216, and permission of instructor.

280. Russian Women Writers. (4) Readings of selected prose works by such writers as Teffi, Forsh, Inber, Baranskaya, Grekova, Tokareva, Petrushevskaya, Vaneeva and Tolstaya. P—Russian 215 and 216.

281. German Literature from the Enlightenment through Romanticism. (4) Selected works from the Enlightenment, the Storm and Stress period, the poetry and major dramas of Goethe and Schiller, and German Romanticism. P—German 215, 216, or equivalent.

285. German Literature from Poetic Realism to the Modern Age. (4) Intensive study of representative works of major German writers from 1848 to the present, including literature of the post-war era. P—German 215, 216, or equivalent.

287, 288. Honors in German. (3,3) A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

300. Seminar in the Major. (4) Selected genre topics in German literature. Intensive practice in critical discourse, including discussion and an oral presentation (*Referat*). Introduction to literary scholarship and research methodology leading to a documented paper. Required for all majors. P—German 249, 281, 285, or equivalent. May be repeated.

Russian

A major requires thirty-two credits beyond 153 and must include Russian 215, 216, 221, and either 217 or 218. A minor in Russian requires twenty credits beyond 153, four of which must be earned in Russian 221. Students of Russian are invited to apply for study at Moscow State University and for programs of study in Moscow and Kiev, administered by the Institute of European Studies. Majors and minors are strongly encouraged to live at least one semester in the Russian House.

111, 112. Elementary Russian. (4,4) The essentials of Russian grammar, conversation drill, and reading of elementary texts. Lab required.

153. Intermediate Russian. (5) Principles of Russian grammar are reviewed and expanded upon; reading of short prose pieces and materials from the Russian press. Lab required. P—Russian 112 or equivalent.

215. Introduction to Russian Literature. (4) Reading of edited texts from the nineteenth century. P—Russian 153 or equivalent.

216. Introduction to Russian Literature. (4) Reading of edited texts from the twentieth century. P—Russian 153 or equivalent.

217. Seminar in Nineteenth Century Russian Literature. (4) A study of the foremost writers, with reading of representative works. P—Russian 153 or equivalent.

218. Seminar in Twentieth Century Russian Literature. (4) A study of the foremost writers, with reading of representative works. P—Russian 153 or equivalent.

221. Advanced Conversation and Composition. (4) Study of grammar at the advanced level. Intensive practice in composition and conversation based on contemporary Russian materials.

230. The Structure of Russian. (4) The linguistic tools of phonetics, phonemics, and morphophonemics are explained and applied to modern Russian. Emphasis is given to the study of roots and word formation. P—Permission of instructor required.

232. The History of the Russian Language. (4) The evolution of Russian from Common Slavic to the modern language; theory of linguistic reconstruction and the Indo-European family; readings from selected Old East Slavic texts. P—Russian 221 and permission of instructor.

240. Seminar in Translation. (4) Advanced work in English-to-Russian and Russian-to-English translation. P—Russian 221 and permission of instructor.

242. Research on Language and Culture in Russia. (2) An investigation designed by the student is carried out in Russia during spring break. An evaluative paper follows the class trip. Credit given for the minor when the project is done in Russian. P—Russian 111 and permission of instructor. Limited enrollment.

250. Russian Culture and Civilization. (4) Survey of Russian contributions to art, architecture, music, and religious thought from Russia's beginnings to the present. Taught in Russian. P—Russian 215 or 216.

252. Russian Poetry. (4) Survey of Russian poetry from *Slovo o polku Igoreve* to the present, with particular emphasis on the works of major nineteenth and twentieth century poets. P—Russian 215 or 216.

270. Individual Study. (2-4) Study in language or literature beyond the 215-216 level. P—Russian 215 or higher.

275. Studies in Russian Literature. (4) Selected special topics in Russian literature. P—Russian 215 or 216.

285. Recent Russian Fiction. (4) Readings of selected prose works from the 1970s to the present by such writers as Iksander, Voinovich, Bitov, Tolstaya, Petrushevskaya, and Viktor Erofeev. P—Russian 215 or 216.

German Studies

(Foreign Area Study)

Timothy F. Sellner (German/Russian), Coordinator

Twelve or thirteen credits from German 153, 215, 216, 217, 220, 221, or 229 are required. In addition, the student must take at least one course from three of the following four groups. Selected courses taken overseas in German-speaking countries may count toward this concentration with the approval of the coordinator. (See course descriptions under appropriate listings.)

Group 1

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|---------|--|
| History | 318. <i>Weimar Germany</i> . (4)
(Also listed as German 231.)
319. <i>Germany to 1871</i> . (4)
320. <i>Germany: Unification to Unification, 1871-1990</i> (4)
333. <i>European Diplomacy, 1848-1914</i> . (4) |
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Group 2

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|----------|---|
| Politics | 231. <i>Western European Politics</i> . (4)
233. <i>The Politics of Modern Germany</i> . (4)
237. <i>Comparative Public Policy in Selected Industrialized Democracies</i> . (4)
273. <i>Radical Critiques of Political Society</i> . (4) |
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Group 3

Economics and Business. (Selected courses taken in German-speaking countries with the approval of the coordinator.)

Group 4

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|------------|--|
| Art | 270. <i>Northern Renaissance Art</i> . (4)
272. <i>Baroque Art</i> . (4) |
| Music | 222. <i>Seminar in Eighteenth Century Music</i> . (4)
223. <i>Seminar in Nineteenth Century Music</i> . (4) |
| Philosophy | 341. <i>Kant</i> . (4)
352. <i>Hegel, Kierkegaard, and Nietzsche</i> . (4) |
| Religion | 368. <i>The Protestant and Catholic Reformations</i> . (4). |

Health and Exercise Science

Paul M. Ribisl, Chair

Wake Forest Professor W. Jack Rejeski

Professors Stephen P. Messier, Paul M. Ribisl

Professor Emeritus William L. Hottinger

Associate Professors Michael J. Berry, Leo Ellison

Assistant Professors Peter H. Brubaker, Jennifer L. Etnier,

Anthony P. Marsh, Gary D. Miller

Instructors Donald Bergey, Johnnie Foye, Michele Pitbladdo, David Stroupe

The purpose of the Department of Health and Exercise Science is to organize, administer, and supervise (1) *a health and exercise science curriculum* and (2) *a required/elective health and exercise science program* consisting of conditioning activities and lifetime sport activities.

Health and Exercise Science Requirement

All students must complete Health and Exercise Science 100 and 101. This requirement must be met before enrollment in additional health and exercise science elective courses, and in any case by the end of the second year.

Courses in Basic Instruction and Elective Health and Exercise Science

All the 100-level courses listed below are for one credit each, and they can only be taken once for credit except HES 180 and HES 183 which may be repeated once.

100. *Lifestyle and Health*. A lecture course that deals with the effect of lifestyle behaviors on various health outcomes, including cardiovascular disease, cancer, and sexually-transmitted diseases.
101. *Exercise for Health*. A laboratory course on physical fitness that covers weight control, cardiovascular endurance, muscular strength, and flexibility.
112. *Sports Proficiency* (May be taken only one time.)
113. *Adaptive Physical Activity* (May be repeated one time for credit.)
114. *Weight Control*
115. *Physical Conditioning* (May be taken only one time.)
116. *Weight Training*
140. *Beginning Swimming*
150. *Beginning Tennis*
151. *Intermediate Tennis*
156. *Racquetball*
160. *Beginning Golf*
161. *Intermediate Golf*
163. *Bowling*
170. *Volleyball*
179. *Beginning Horseback Riding* (P/F grade only)
180. *Intermediate/Advanced Horseback Riding* (P/F grade only. May be repeated once for credit.)

- 181. *Snow Skiing* (P/F grade only)
- 182. *Beginning Ice Figure Skating*
- 183. *Intermediate/Advanced Ice Figure Skating* (May be repeated once for credit)
- 190. *Karate*
- 246. *Water Safety Instructor's Course* (P—Current emergency water safety or lifeguard training certification)

Courses for the Major

The department offers a program leading to the BS degree in health and exercise science. A major requires thirty-eight credits and must include Health and Exercise Science 230, 262, 312, 350, 351, 352, 353, 354, and 370. Majors are not allowed to apply any Health and Exercise Science 100-level courses or HES 205, 206, or 246 toward the thirty-eight hours required for graduation. A minimum grade-point average of 2.0 is required for graduation in courses that comprise a major in the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in health and exercise science by the second semester of the junior year. To be graduated with the designation "Honors in Health and Exercise Science," a student must have a minimum grade-point average of 3.5 for all Health and Exercise Science courses and an overall GPA of 3.25 at the end of the junior year and complete an honors research project which includes a written and an oral report. For additional information, students should consult the departmental chair.

Any student interested in majoring in health and exercise science should consult the chair of the department as soon as possible after entering the University.

201. Health Issues on College Campuses - I. (2) Introduction to concepts and methods of peer health education; development of teaching and group facilitation skills. (P/F grade only.) P—Permission of instructor.

202. Health Issues on College Campuses - II. (2) Development and delivery of educational programs on a variety of health issues relevant to college students. (P/F grade only.) P—Health and Exercise Science 201.

205. Basic Skin and Scuba Diving and Open Water Certification. (2) A course in skin and SCUBA diving that offers international certification by the Professional Association of Diving Instructors (PADI).

206. Lifeguard Training. (2) A lifeguard training course that offers American Red Cross certifications in CPR for the professional rescuer, community first aid, lifeguard training, and waterfront lifeguarding.

230. Advanced First Aid. (2) A course designed to provide the first responder with knowledge and skills necessary in an emergency to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced help can arrive. Upon completion of the course, Red Cross certifications in CPR/Professional Rescuer and Emergency Response will be issued. (Credit not allowed for both HES 230 and 232.)

232. Emergency Medical Training. (2) Lectures and practical experiences in preparation for responding to medical emergencies, including: patient assessment; airway management; cardiopulmonary resuscitation; O₂ therapy; management of shock; trauma and environmental emergencies; and head/spine/musculoskeletal injuries. North Carolina state exam for EMT certification is offered. (Credit not allowed for both HES 230 and 232.)

246. Water Safety Instructor. (2) A course designed to train instructor candidates to teach American Red Cross swimming and water safety courses.

262. Statistics in the Health Sciences. (4) Basic statistics with an emphasis on application to research in the health sciences. Students are introduced to graphics and statistical software for statistical analysis. (A student receiving credit for this course may not also receive credit for Anthropology 380, Biology 380, Business 201, or Sociology 380.)

310. Applied Field Study. (2) A course involving application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. (P/F grade only, open only to majors.) P—Permission of instructor.

311. Internship in Rehabilitation. (2) A semester experience in the campus rehabilitation programs. This experience includes written case study analyses of selected patients with a focus upon risk factor assessment and review of multiple intervention strategies, in conjunction with participation in physiologic monitoring of patients during therapeutic sessions. (Pass/fail only; open only to majors.) P—Permission of instructor.

312. Exercise and Health Psychology. (4) A survey of the psychological antecedents of exercise and selected topics in health psychology with particular attention to wellness, stress, the biobehavioral basis of coronary heart disease, and the psychodynamics of rehabilitative medicine. P—Health and Exercise Science 262 or permission of instructor.

350. Human Physiology. (4) A lecture course which presents the basic principles and concepts of the function of selected systems of the human body, with emphasis on the muscular, cardiovascular, pulmonary, and nervous systems. P—Biology 111, 112, or 214, or permission of instructor.

351. Nutrition and Weight Control. (4) A lecture/laboratory course which presents the principles of proper nutrition including an understanding of the basic foodstuffs and nutrients as well as the influence of genetics, eating behavior, and activity patterns on energy balance and weight control. Laboratory experiences examine intervention in obesity and coronary heart disease through diet analysis, methods of diet prescription, and behavior modification. P—Health and Exercise Science 350 or permission of instructor.

352. Human Gross Anatomy. (4) A lecture/laboratory course in which the structure and function of the human body are studied. Laboratories are devoted to the dissection and study of the human musculoskeletal, neuromuscular, and vascular systems.

353. Physiology of Exercise. (4) A lecture course which presents the concepts and applications of the physiological response of the human body to physical activity. The acute and chronic responses of the muscular and cardiorespiratory systems to exercise are

examined. Other topics include exercise and coronary disease, nutrition and performance, strength and endurance training, body composition, sex-related differences, and environmental influences. P—Health and Exercise Science 350 or permission of instructor.

354. Assessment Techniques in Health Sciences. (4) A lecture/laboratory course to develop clinical skills and knowledge in the assessment of health in areas of exercise physiology, nutrition/metabolism, biomechanics/neuromuscular function, and health psychology. The laboratory will emphasize use of instrumentation and analysis/interpretation of data collected on human subjects. P—Health and Exercise Science 262, 350, and 352 or permission of instructor.

355. Clinical Exercise Programming. (4) A lecture/laboratory course which presents the scientific principles of safe and effective exercise prescription for fitness programs. P—Health and Exercise Science 353 and 354, or permission of instructor.

370. Biomechanics of Human Movement. (4) Study of the mechanical principles which influence human movement, sport technique, and equipment design. P—Health and Exercise Science 352 or permission of instructor.

375. Advanced Physiology of Exercise. (4) A lecture course which provides an in-depth examination of the physiological mechanisms responsible for both the acute and chronic changes which occur with exercise. Included are cellular changes in response to exercise, the ventilatory response to exercise and metabolic consequences of exercise. P—Health and Exercise Science 353 or permission of instructor.

380. Physical Activity and Aging. (4) A lecture course which examines both normal/abnormal aging from a physiological perspective and explores how aging and chronic disease affect performance of activities of daily living, including vocational and recreational activities. The potential of regular physical activity to delay or reverse the deleterious effects of aging and degenerative disease is investigated. P—Permission of instructor.

382. Individual Study. (1-4) Independent study directed by a faculty adviser. The student must consult the adviser before registering for this course. P—Majors only and permission of instructor.

386. Honors Research. (4) Directed study and research in preparation for a major paper on a subject of mutual interest to the student and faculty honors adviser. Taken only by candidates for departmental honors. P—Permission of instructor, approval of departmental honors committee, and prior completion of a 2 credit Individual Study.

Sports Medicine*

201. Basic Athletic Training. (3) A study of the basic knowledge and skills in the prevention, treatment, and care of common athletic injuries.

302. Advanced Athletic Training. (4) An in-depth analysis of preventive measures, therapeutic modalities, and rehabilitative procedures employed in sports medicine. P—Health and Exercise Science 352.

**Inquiries regarding these two courses should be directed to the athletic trainer in Sports Medicine.*

History

J. Edwin Hendricks, Chair

Reynolds Professor Paul D. Escott

Wake Forest Professor James P. Barefield

Professors J. Edwin Hendricks, Thomas E. Mullen, Michael L. Sinclair,

J. Howell Smith, Alan J. Williams, Richard L. Zuber

Associate Professors Michael L. Hughes, William K. Meyers,

Anthony S. Parent Jr., Sarah L. Watts

Assistant Professors Simone M. Caron, Paul M. Cobb, Joanne Izbicki,

Claire S. Schen, Susan Z. Rupp

Visiting Assistant Professors Gloria J. Fitzgibbon, Terence Kehoe,

Jeffrey D. Lerner, David Libby

Visiting Adjunct Lecturer Muriel Beth Hopkins

The major in history consists of a minimum of thirty-six credits and must include History 288 or 310, and a minimum of seven credits in each of the following three fields: European history; Latin American, Asian, or African history; and United States history. Courses at the 100-level count toward the major but do not count toward the field distribution.

Majors may include within the required thirty-six credits up to eight credits of advanced placement or comparable work and up to four credits of any combination of independent study and directed reading other than the credits earned in History 397.

A minor in history requires twenty-four credits. Courses that the student elects to take pass/fail do not meet the requirements for the major or minor.

Highly qualified majors should apply for admission to the honors program in history. To be graduated with the designation "Honors in History," the student must complete History 287, present an honors-quality research paper, successfully defend the paper in an oral examination, and earn an overall grade-point average of 3.0 with an average of 3.3 on work in history. For additional information, students should consult members of the department.

Students contemplating graduate study should acquire a reading knowledge of one modern foreign language for the MA degree and two for the PhD degree.

101. Western Civilization to 1700. (4) A survey of ancient, medieval, and early modern history to 1700. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

102. Europe and the World in the Modern Era. (4) A survey of modern Europe from 1700 to the present. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

103. World Civilizations to 1500. (4) A survey of the ancient, classical and medieval civilizations of Eurasia with a brief look at American and sub-Saharan societies. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

104. World Civilizations since 1500. (4) A survey of the major civilizations of the world in the modern and contemporary periods. Focus varies with instructor. (Credit cannot be received for both 101 and 103, or 102 and 104.)

131. European Historical Biography. (2) Study of biographies of men and women who have influenced the history and civilization of Europe.

162. History of Wake Forest University (2) A survey of the history of Wake Forest from its beginning, including its written and oral traditions. The course may include a visit to the town of Wake Forest.

211. Colloquium. (1-4)

215, 216. The Ancient World. (4,4) Critical focus on the Greeks in the fall and Romans in the spring.

222. The Renaissance and Reformation. (4) Europe from 1300 to 1600. Social, cultural, and intellectual developments stressed.

2253. History of Venice. (4) The history of Venice from its origin to the fall of the Venetian Republic. *Offered in Venice.*

2260. History of London. (2,4) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*

2262. The Golden Age of Burgundy. (2) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. *Offered in Dijon.*

2263. Venetian Society and Culture. (4) An examination of Venetian society, including the role within Venetian life of music, theater, the church, and civic ritual. *Offered in Venice.*

2280. Georgian and Victorian Society and Culture. (4) Social and economic transformation of England in the eighteenth and nineteenth centuries, with particular attention to the rise of professionalism and developments in the arts. *Offered in London.*

232. European Historical Novels. (2) The role of the historical past in selected works of fiction.

251, 252. The United States. (4,4) Political, social, economic, and intellectual aspects. 251: Before 1865; 252: After 1865. Students who take History 253 may not take either of these courses for credit.

253. The United States. (4) A topical survey combining 251 and 252. Not open to students who take either 251 or 252.

287, 288. Honors in History. (4,4) 287: Seminar on problems of historical synthesis and interpretation. All honors students must take HST 287; 288: Writing of a major research paper. Permission of instructor.

301. The Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the Presocratic philosophers, Plato, and Aristotle. (Also listed as Natural Sciences 301 and Philosophy 231.)

302. The Mechanistic View of Nature. (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are “machines” subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also listed as Interdisciplinary Honors 252, Natural Sciences 302, and Philosophy 242.)

303. Revolutions in Modern Science. (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor. (Also listed as Interdisciplinary Honors 253 and Natural Sciences 303.)

305. Modern Science and Human Values. (4) Four revolutionary developments in science and technology are studied with a focus on their potential to affect human values: biotechnology, cognitive science, recent primate research, and the search for extraterrestrial life. (Also listed as Interdisciplinary Honors 256 and Natural Sciences 352.)

306. The Early Middle Ages. (4) European history from the end of the Ancient World to the mid-twelfth century, stressing social and cultural developments.

307. The High Middle Ages Through the Renaissance. (4) European history from the mid-twelfth through the early sixteenth centuries, stressing social and cultural developments.

310. Seminar. (4) Offered by members of the faculty on topics of their choice. A paper is required.

313, 314. European Economic and Social History, 1300-1990. (4,4) Changes in Europe's economic structures and how they affected Europeans' lives. Emphasizes how economic forces interacted with social and institutional factors. 313: 1300-1750; 314: 1750-1990.

317. The French Revolution and Napoleonic Empire. (4) The revolution and wars that constitute one of the pivotal points in modern history.

318. Weimar Germany. (4) Art, literature, music, and film of Weimar Germany, 1919-1933, in historical context. German or history credit determined at registration.

319. Germany to 1871. (4) Social, economic, and political forces leading to the creation of a single German nation-state out of over 1,700 sovereign and semi-sovereign German states.

320. Germany: Unification to Unification, 1871-1990. (4) The Germans' search for stability and unity in a society riven by conflict and on a continent riven by nationalism.

321. France. (4) A history of France to the Revolution of 1789.

322. France. (4) A history of France from 1789 to present.

323, 324. Great Britain. (4,4) A survey of British history. Topics include religion, revolution and reform, war, poverty and poor relief, women, social and economic change, and empire. 323: To eighteenth century; 324: Eighteenth century to present.

325. Tudor and Early Stuart England. (4) A constitutional and social study of England from 1485 to 1641.

3260. The Industrial Revolution in England. (4) A study of the social, economic, and political causes and effects of the Industrial Revolution in England. *Offered in London.*

328. History of the English Common Law. (4) A study of the origins and development of the English common law and its legacy to modern legal processes and principles.

331. Russia: Origins to 1865. (4) A survey of the political, social, and economic history of Russia, from its origins to the period of the Great Reforms under Alexander II.

332. Russia and the Soviet Union: 1865 to the Present. (4) A survey of patterns of socioeconomic change from the late imperial period to the present, the emergence of the revolutionary movement, and the development of Soviet rule from its establishment to its collapse.

333. European Diplomacy, 1848-1914. (4) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming of World War I.

335, 336. Italy. (4,4) Cultural, social and political history of Italy. 335: Medieval and Renaissance Italy; 336: Nineteenth and twentieth-century Italy.

340. African American History. (4) The role of African Americans in the development of the United States, with particular attention to African heritage, forced migration, Americanization, and influence.

341. History of Women in Modern Asia. (4) A survey of the political, economic, and cultural experiences of women in China, Taiwan, Japan, Vietnam, India, Pakistan, and Bangladesh from the mid-nineteenth century to the present.

342. The Middle East before 1500. (4) A survey of Middle Eastern history from the rise of Islam to the emergence of the last great Muslim unitary states. The course provides an overview of political history with more in-depth emphasis on the development of Islamic culture and society in the pre-modern era.

343. Imperial China. (4) A study of traditional China to 1850, with emphasis on social, cultural, and political institutions.

344. Modern China. (4) A study of China from 1644 to the present.

345. The Middle East since 1500. (4) A survey of modern Middle Eastern history from the collapse of the last great Muslim unitary states to the present day. Topics include

the rise and demise of the Ottoman and Safvid empires, socio-political reform, the impact of colonialism, Islamic reform, the development of nationalism, and contemporary social and economic challenges.

346. Japan before 1600. (4) A survey of Japanese history from early origins to the beginning of the Tokugawa shogunate. Covers the rise of the Yamato state, the age of the Court, the ascendancy of samurai and shoguns, the period of the Warring States, and the rule of Hideyoshi.

347. Japan During the Tokugawa Era. (4) A study of the years 1600-1868 when the Tokugawa shogunate governed Japan. Topics include the relative domestic peace and cultural vitality of the 17th and 18th centuries, as well as the intellectual and political ferment of the early 19th century. Taught in Hiratsuka, Japan (Tokai University), the course will incorporate visits to sites and museums connected with the Tokugawa era.

347. Japan since World War II. (4) A survey of Japanese history since the outbreak of the Pacific War, with emphasis on social and cultural developments. Topics may include occupation and recovery of independence, the "1955 System," high-growth economics, and the problems of prosperity in recent years.

348. Japan since 1600. (4) Tokugawa era; Meiji Restoration; industrialization and urbanization; relations with the West; World War II; occupation; Japan in the contemporary world.

350. Global Economic History. (4) An overview of the growth and development of the world economy from precapitalist organizations to the present system of developed and underdeveloped states.

351. United States Social History to 1850. (4) A survey of American social history from colonial settlement to 1850. Topics include immigration, migration, ethnicity, gender, race, sexuality, labor, reform, poverty, religion, and urban growth.

352. United States Social History since 1850. (4) A survey of American social history from 1850 to 1990. Topics include immigration, ethnicity, gender, race, sexuality, labor, reform, poverty, and urban growth.

353. Colonial English America, 1582-1774. (4) Determinative episodes, figures, allegiances, apperceptions, and results of the period, organically considered.

354. Revolutionary and Early National America, 1763-1815. (4) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.

355. The Westward Movement. (4) The role of the frontier in United States history, 1763-1890.

356. Jacksonian America, 1815-1850. (4) The United States in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.

357. The Civil War and Reconstruction. (4) The political and military events of the war and the economic, social, and political readjustments which followed.

358. The United States from Reconstruction to World War I. (2,4) National progress and problems during an era of rapid industrialization. The course may be divided into halves for two credits each: (a) the Gilded Age; (b) the Progressive Era.

359. The United States from World War I through World War II. (4) The transition of America from World War I to 1945, with special emphasis on the significance of the New Deal and World War II.

360. The United States since World War II. (4) Trends and changes in the nation from World War II to the present.

361. Economic History of the United States. (4) The economic development of the United States from colonial beginnings to the present.

362. American Constitutional History. (4) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.

363, 364. The South. (4,4) Geography, population elements, basic institutions, and selected events.

365. Women in American History. (4) A survey of the role of women in America from the colonial period to the present. Possible topics include moral reform, the frontier, political and social activism, the labor movement, health reform, and peace movements.

366. Studies in Historic Preservation. (4) An analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P—Permission of instructor.

367, 368. North Carolina. (4,4) Selected phases of the development of North Carolina from the colonial period to the present. 367: To 1850; 368: Since 1850.

369. The American Military Experience. (4) A survey of the military ideas and activities of the American people and their armed forces, with emphasis on the relationship between war and society.

370. Topics in North Carolina History. (4) A general chronological survey of North Carolina with emphasis on selected topics.

371. Winston-Salem/Forsyth County. (4) A history of the Winston-Salem/Forsyth County area utilizing the techniques of local history including local archives, museums, and oral history projects. Lectures, readings, and class projects.

372. Introduction to African History. (4) An introduction to African history from the perspective of the continent as a whole. The historical unity of the African continent and its relation to other continents will be stressed.

373. History of Mexico. (4) An examination of the history of Mexico from the colonial period to the present.

374. Protest and Rebellion in Latin America. (4) A study of the history of protest movements and rebellions in Latin America from primitive and agrarian revolts to mass working class and socialist organizations.

- 375. Modern Latin America.** (4) A survey of Latin-American history since independence, with emphasis on the twentieth century. The course will concentrate chiefly on economics, politics, and race.
- 376. Civil Rights and Black Consciousness Movements.** (4) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (Also listed as Religion 341.)
- 3760. Anglo-American Relations since 1940.** (4) A study of the relations between the United States and Britain from 1940 to the present. *Offered in London.*
- 377. American Diplomatic History.** (4) An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.
- 378. Struggles for Freedom in Southern Africa and the United States.** (4) Comparison of the liberatory movements in Southern Africa and the United States during the twentieth century. (Also listed as Religion 348.)
- 379. Origins of The Americas.** (4) A unified, comparative history of North, Central, and South America from ancient times to the present.
- 381, 382. Preservation Practicum I, II.** (4,4) Training in the techniques and skills of historical preservation. Emphasis will vary according to the specific site(s) involved. P—Permission of instructor.
- 393, 394. American Foundations I, II.** (4,4) Interdisciplinary study of American art, history, literature, and music. Using its collection of American art as the basis for study, Reynolda House Museum of American Art, in cooperation with Wake Forest University, invites twenty students to study with five professors from various disciplines through lectures, discussions, and concerts, including a study tour to New York City. (Taught in the summer; students enroll for both courses.)
- 397. Historical Writing Tutorial.** (2) Individual supervision of historical writing to improve a project initiated in History 288 or History 310. P—Permission of instructor. (Does not count toward major or minor requirements.)
- 398. Individual Study.** (1-4) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.
- 399. Directed Reading.** (1-4) Concentrated reading in an area of study not otherwise available. P—Permission of instructor.

Humanities

(Interdisciplinary Minor)

William S. Hamilton, Coordinator

W.R. Kenan Jr. Professor of Humanities Allen Mandelbaum

Reynolds Professor of American Studies Maya Angelou

Associate Professors Robert L. Utley Jr., Ulrike Wiethaus

Assistant Professor Candyce Leonard

In order to offer capable students a forum which encourages the pursuit of ideas across the disciplinary lines of such fields as history, philosophy, literature, politics, religion, and the arts, the minor is offered in Humanities. It requires a total of 20 credits. Candidates for the minor are required to take HMN 280, Reason and Revelation, and HMN 290, Innovation and Inclusivity. When these have been passed, the student is assigned a minor adviser who assists in planning the rest of the student's curriculum. In accordance with the plan, eight more credits are selected from courses in the humanities or related disciplines other than those being used by the student to fulfill Divisional requirements of the College or the requirements of major. The minor concludes with a four-credit project in Humanities 396 supervised by a member of the Humanities faculty and reviewed by a committee of relevant faculty appointed by the coordinator of Humanities; the project must represent the further pursuit of an idea or topic studied in one of the courses of the minor, and must successfully reflect the synthesis of views from at least two traditional disciplines.

170. Understanding Japan. (4) Understanding Japanese culture and behavior from the structure of social units such as family, educational institutions, and sports, artistic, and professional organizations.

Humanities courses 213-222 are designed to introduce students to works of literature which would not be included in their normal course of study. Each course includes a reading in translation of ten to twelve representative authors.

213. Studies in European Literature. (4) Texts studied are by such authors as Dante, Montaigne, Cervantes, Goethe, Dostoevsky, and Camus. Satisfies a Division I requirement.

214. Contemporary Fiction. (4) Texts studied are by such authors as Mann, Sartre, Unamuno, Fuentes, Moravia, and Voinovich. Satisfies a Division I requirement.

215. Germanic and Slavic Literature. (4) Texts studied are by such authors as Von Eschenbach, Hoffmann, Turgenev, Dostoevsky, Ibsen, and Kafka. Satisfies a Division I requirement.

216. Romance Literature. (4) Texts studied are by such authors as Boccaccio, Calderón, Flaubert, Machado de Assis, Gide, and Lampedusa. Satisfies a Division I requirement.

217. European Drama. (4) Texts studied are by such authors as Molière, Garcia Lorca, Pirandello, Schiller, Brecht, Ibsen, and Beckett. Satisfies a Division I requirement.

218. Eastern European Literature. (4) Texts studied are by such authors as Moricz, Hasek, Bulgakov, Andric, Gombrowicz, Kundera, Ugresic, and Erofeev. Satisfies a Division I requirement.

219. Introduction to Japanese Literature. (4) Major works of poetry, drama and fiction from the classical and modern periods. Satisfies a Division I requirement.

221. Introduction to Chinese Literature. (4) Readings and discussions in fiction, drama and poetry from the traditional and modern periods. Satisfies a Division I requirement.

222. African and Caribbean Literature. (4) An examination of the negritude movement and the negro-African novel. Texts studied are by such authors as Aimé Césaire, Léopold Senghor, Ousmane Sembène, and Mariama Bâ. Satisfies a Division I requirement.

230. Women Writers in Contemporary Italy. (4) Readings and discussions of texts by women writers in post-fascist Italy that reflect the feminine perspective on issues in contemporary Italian society and society at large. Authors include Naraini, Morante, Fallaci, Ginzburg, deCespedes, and Ortese. (Qualifies, with modifications, for the minor in Italian.)

235. After Auschwitz: Holocaust Literature, Art, and Theology. (4) A survey of the ways in which novelists, poets, theologians, and culture critics have struggled to come to terms with the cataclysmic events of the Shoah. The course will consider textual, visual, and architectural responses such as poetry, films, memorials, and paintings.

242. Research on Culture in Russia. (2) An investigation designed by the student is carried out in Russia during spring break. An evaluative term paper follows the class trip. Students who have studied any Russian should enroll under Russian 242. Limited enrollment. P—Permission of instructor.

245. Interdisciplinary Seminar in Critical Thinking. (2) An investigation of cross-disciplinary issues. Designed to encourage experimental, interdisciplinary thinking and writing.

265. Gender, Spirituality, and Art. (4) An introduction to the current discussion of the nature of art and spiritual experience, with special attention to definitions of femininity and masculinity in the construction of symbols and religious meaning.

274. Environmental Geography. (4) A systematic study of major environmental issues on a global scale with an exploration of implications and possible solutions. P—Permission of instructor. (Also listed as Education 274.)

275. Perspectives on the American Experience in Vietnam. (2 or 4) An examination of the American experience in Vietnam from the perspective of literature, art, and film, as well as historical and political writings.

280. Reason and Revelation. (4) An investigation of the intellectual roots of Western civilization as they are found in the emergence of philosophical universalism and Biblical monotheism. These distinctive approaches will be considered through a reading of such authors as Plato, Hesiod, Aristophanes, and St. Thomas Aquinas, and of selections from the Bible.

282. Public Life and the Liberal Arts. (4) The course will be devoted to topics of abiding public significance. Fundamental dilemmas and resolutions associated with each topic will be examined through a consideration of their treatment in the liberal arts tradition. "Politics and the Arts" and "Theory and Practice in Public Life" are representative topics.

283. Nature and History in Modern Moral and Social Life. (4) The subject as viewed through such representative writers as Spinoza, Flaubert, Pascal, Eckermann, Nietzsche, and Conrad, each of whom in a different way participated in the rejection of the teachings of both the Socratic tradition and the Christian church.

285. Culture and Religion in Modern Native America. (4) An interdisciplinary survey of American Indian cultures, including the arts and literature, religions, and historical changes. Special emphasis will be placed on the impact of the Conquista, encounters with Northern Atlantic societies, and contemporary developments.

290. Innovation and Inclusivity. (4) An introduction to cultural innovation in the Twentieth Century. Written texts, visual arts, and performance art are analyzed through the perspectives of (1) paradigms such as psychoanalysis, Marxism, feminism, and liberation theology, (2) debates about political correctness and multiculturalism, and (3) strategies used by minority and non-Western voices.

320. Perspectives on the Middle Ages. (4) A team-taught interdisciplinary course using a variety of literary, historical, and theoretical materials to examine one of the following: A. Medieval Women; B. Medieval Constructs of Gender, Race, and Class; C. Love and War in the Middle Ages; D. The Medieval Environment: Landscape and Culture. May be repeated for credit with different sub-topics.

325. Ethics and the Professions. (4) An examination of the nature of a profession, and of ways in which ethical issues arise in the practice of particular professions and how they can be dealt with. Focus will be on standards of professional conduct and ways in which they contribute to the solution of ethical problems. Specific issues arising in specific professions, such as law, medicine, and education, will serve as detailed case studies for the purpose of discussion.

337. World Poetry in Dramatic Performance. (2) A study, in translation, of ancient and contemporary poetry ranging from Japanese to Irish, African American, Spanish, German, Scottish, and others. Students will be required, after eight class meetings, to perform in a public presentation. Pass/fail only.

338. Selected Readings in African and African American Cultural History. (4) This course provides opportunity for selected readings in and study of African and African American cultural history. Informed and active participation of students in discussion of the readings is required.

343. The Philosophy of Liberation in Literature. (4) The concept of freedom as found in the works of such writers as Frederick Douglass, Kobo Abe, Wole Soyinka, Germaine Greer, Paule Marshall, Franz Fanon, Garcia Lorca, and James Baldwin.

344. African Culture and Its Impact on the US. (2) The influence of African culture on American life will be studied in such areas as dance, music, political approaches, grammatical patterns, literature, and culinary preferences. Pass/fail only.

347. Women Writers in Japanese Culture. (4) Critical analysis of classical, modern, and contemporary writings by Japanese women, with an exploration of the cultural setting in which they occurred.

353. African and Caribbean Women Writers. (4) Critical analysis of fiction by female authors whose works concern women in Africa and its Caribbean diaspora.

355. Forms and Expressions of Love. (4) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. (Also listed as Interdisciplinary Honors 249.)

357. Images of Aging in the Humanities. (4,3) A multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. (Also listed as Honors 257.)

358. Studies in Contemporary Leadership. (4) An examination of contemporary leadership theory and its various applications in society. Students will engage in practical leadership exercises, read on a variety of leadership topics, and develop their own philosophy of leadership. A twenty-five contact-hour internship is required.

360. The Promise and Perils of the Nuclear Age. (4) Scientific, moral, religious, and political perspectives on issues associated with nuclear power and nuclear weaponry. (Also listed as Interdisciplinary Honors 254.)

361. Dante I. (2) A study of the *Vita Nuova* as apprenticeship to the *Divina Commedia*, and of the first half of the *Divina Commedia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West.

362. Dante II. (2) A study of the second half of the *Divina Commedia* as epic, prophecy, autobiography, and poetry, relating it to antiquity, Christianity, Dante's European present (the birth of modern languages and new intellectual and poetic forms), and Dante's own afterlife in the West. P—Humanities 361 or permission of instructor.

365. Humanity and Nature. (4,3) A multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. (Also listed as Honors 265.)

380. Literature, Film, and Society. (4) A study of major selected works of literature, mainly American; of the films which have been based upon them; and of the social and political context in which they were read and seen. Texts will include novels, stories, and plays by such writers as Dreiser, Lewis, Warren, Steinbeck, Hellman, Harper Lee, Wright, and Walker. P—Junior standing.

381. Independent Research in Asian Studies. (2-4) Supervised independent research project on a topic related to Asia. Requires the approval of both the instructor and the coordinator of Asian Studies. May be repeated for credit, but no more than four credits may count toward East Asian Studies or a minor in Asian Studies.

382. Italian Cinema and Society. (4) A survey of some of Italy's greatest postwar films, with special attention to issues and problems in Italian society as treated by major directors such as Fellini, DeSica, Rossellini, Antonioni, and Olmi.

383. Italian Fascism in Novels and Films. (4) Description in the coordinator's office.

385. Legends of Troy. (4) An interdisciplinary investigation of translations and transformations of the Trojan legend from the Greeks through the Middle Ages and the Renaissance to the present. Texts, studied in English translation, are by such authors as Homer, Virgil, Ovid, Chaucer, Racine, and Giraudoux.

390. Interdisciplinary Seminar on Aging. (2 or 4) A study of aging in an interdisciplinary context, including the biological, psychological, neurobiological, cognitive, health status, and social structural and demographic aspects of aging. P—Permission of instructor.

396. Individual Study. (2-4) Individual projects in the humanities which continue study begun in regular courses. By prearrangement.

Interdisciplinary Honors

James P. Barefield, Coordinator

A series of seminar courses of an interdisciplinary nature is open to qualified undergraduates. Students interested in admission to any one of these seminars, supervised by the Committee on Honors, should consult the coordinator or a member of the committee.

Students who choose to participate in as many as four interdisciplinary seminars and who have a superior record may elect Honors 281, directed study culminating in an honors paper and an oral examination. Those whose work has been superior in this course and who have achieved an overall grade-point average of at least 3.0 in all college work may be graduated with the distinction "Honors in the Arts and Sciences." Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Able students are normally encouraged to choose a departmental honors program rather than "Honors in the Arts and Sciences." As a result, most students elect to participate in only one or two interdisciplinary seminars in which they are particularly interested. The faculty participants for these seminars represent diverse academic disciplines.

131, 132. Approaches to Human Experience I. (4,4) An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Klee, Lorenz, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. *Offered in alternate years.*

133, 134. Approaches to Human Experience II. (4,4) A parallel course to Honors 131, 132, concentrating on the work of a different set of figures such as Einstein, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Stravinsky, Sophocles, and Bach. *Offered in alternate years.*

233. Darwinism and the Modern World. (4) A study of the Darwinian theory of evolution and the impact of evolution and evolutionary thought on fields such as economics, politics, psychology, literature and the other arts, and philosophy.

235. The Ideal Society. (4) Man's effort to establish or imagine the ideal community, state, or society; principles of political and social organization; changing goals and values.

236. The Force of Impressionism. (4) Impressionism and its impact on modern painting and literature, with attention to origins and theories of style. Painters to include Manet, Monet, Renoir, Degas, and Cezanne. Writers to include Baudelaire, Flaubert, Mallarmé, James, Pound, Joyce, and Woolf.

237. The Scientific Outlook. (4) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.

238. Romanticism. (4) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.

239. Man and the Irrational. (4) The phenomenon of the irrational, with emphasis on its twentieth century manifestations but with attention also to its presence in other centuries and cultures. Philosophy, religion, literature, psychology, politics, and the arts are explored.

240. Adventures in Self-Understanding. (4) Examination and discussion of significant accounts of the quest for understanding of the self, in differing historical periods, cultural contexts, and genres. Among figures who may be discussed are Augustine, Dante, Gandhi, Montaigne, Descartes, Pascal, and selected modern writers.

241. The Tragic View. (4) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theater, and film.

242. The Comic View. (4) The theory of comedy in ancient and modern times; the expression of the comic in literature, art, music, theater, and film.

244. Man and the Structure of the Universe. (4) An investigation of various conceptions of the universe and their implications for man. Study not necessarily limited to the

cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.

246. Man and the Environment. (4) An interdisciplinary examination of man and society in relation to the environment.

247. The Mythic View. (4) The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).

248. The Ironic View. (4) An investigation of the ironic view of life in literature, art, history, theater, and film.

249. Forms and Expressions of Love. (4) Philosophical, religious, and psychological delineations of the forms of love; literary, dramatic, musical, and visual portrayals of love in selected works of art. (Also listed as Humanities 355.)

250. Ethical Dilemmas in the Arts and Sciences. (4) An exploration of contemporary issues and controversies in the sciences and art, particularly those involved with ethical questions resulting from new concepts and discoveries.

254. The Promise and Perils of the Nuclear Age. (4) Scientific, moral, religious, and political perspectives on issues associated with nuclear power and nuclear weaponry.

257. Images of Aging in the Humanities. (4) A multidisciplinary presentation and discussion of portrayals of aging in selected materials from several of the liberal arts: philosophical and religious perspectives; selections from literature and the visual arts; historical development of perceptions of aging; imaging of aging in contemporary culture. (Also listed as Humanities 357.)

265. Humanity and Nature. (4) A multidisciplinary exploration of relations of human beings to nature, and of scientific, economic, and political factors in current environmental concerns. Selected religious, classical, and philosophical texts; works of visual art; selected discussions of ecology and human responsibility. (Also listed as Humanities 365.)

281. Directed Study. (4) Readings on an interdisciplinary topic approved by the Committee on Honors; presentation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. Not open to candidates for departmental honors.

International Studies

(Interdisciplinary Minor)

Richard Sears (Politics), Coordinator

The minor in International Studies consists of a total of twenty credits. Candidates for the minor are required to take International Studies 150 and sixteen other credits in International Studies from an approved list available in the Office of International Studies. These may include any INS course other than INS 100* or 101*. No more than eight of the twenty credits for the minor can be taken in a single department. Study of a foreign language beyond the basic requirements is strongly recommended, as is study abroad. Students should consult with the Director of International Studies as soon as they declare the minor. For more information contact the Office of International Studies or the Registrar's Office.

INS 150. Introduction to International Studies. (4) Applies theoretical assumptions and methods to the analysis of selected global issues.

INS 210. Japanese and American Culture: A Cross-Cultural Comparison. (4) An exploration and comparison of values, behavior, and beliefs in Japanese and American culture, with special attention to such topics as education, gender differences, and social hierarchy.

INS 220. Forms of Orientalism. (4) The history of the representational practices of Orientalism, the problem of cultural representation, and the relationship between Western intellectual constructions of the Orient and Western colonialism. Case studies, particularly of the Middle East and the Indian subcontinent.

The following courses do not count for the minor but are designed to ensure that students who study overseas receive sufficient credit to make satisfactory progress toward graduation: International Studies 100 and 101.

***100. Study Abroad.** (1-4) Credit awarded to ensure that students participating in a full-time overseas program, as verified by the Office of International Studies, receive credit equal to a full semester's work on campus. (A full semester's work at Wake Forest is defined, for this purpose, as 16 credits.) P/F grade only.

***101. Overseas Study.** (1-3) Directed reading and/or field work as part of an approved overseas program under the supervision of the program director or the Office of International Studies. The keeping of a journal and submission of an end of program evaluation are required. P—Permission of the instructor.

Italian Studies

(Foreign Area Study)

Antonio Vitti (Romance Languages), Coordinator

A semester in Venice or another approved course of study in Italy (or summer program at Middlebury, Vermont) is required. Students must take Italian through the 215 (*Introduction to Italian Literature I*) level, plus three courses from the following groups, at least one each from Groups II and III. (See course descriptions under appropriate listings.)

I. Literature

- | | |
|------------|---|
| Classics | 264. <i>Greek and Roman Comedy</i> . (4) |
| | 272. <i>A Survey of Latin Literature</i> . (4) |
| Humanities | 213. <i>Studies in European Literature</i> . (4) (appropriate topics and approval) |
| | 214. <i>Contemporary Fiction</i> . (4) (appropriate topics and approval) |
| | 216. <i>Romance Literature</i> . (4) |
| | 217. <i>European Drama</i> . (4) (appropriate topics and approval) |
| | 230. <i>Women Writers in Contemporary Italy</i> . (4) |
| | 361, 362. <i>Dante I and II</i> . (2,2) |
| Italian | 216. <i>Introduction to Italian Literature II</i> . (4) (or any Italian course above 215) |

II. Fine Arts

- | | |
|------------|---|
| Art | 245. <i>Roman Art</i> . (4) |
| | 268. <i>Italian Renaissance Art</i> . (4) |
| Art | 2693. <i>Venetian Renaissance Art</i> . (4) (offered in Venice) |
| Humanities | 382. <i>Italian Cinema and Society</i> . (4) |
| | 383. <i>Italian Fascism in Novels and Films</i> . (4) |
| Music | 181. <i>Music History I</i> . (3) |
| | 182. <i>Music History II</i> . (3) |
| | 206. <i>Survey of Opera</i> . (4) |
| | 220. <i>Seminar in Medieval and Renaissance Music</i> . (3,4) |
| | 221. <i>Seminar in Baroque Music</i> . (3,4) |

III. History and the Social Sciences

- | | |
|----------|---|
| Classics | 271. <i>Roman Civilization</i> . (3) |
| History | 222. <i>The Renaissance and Reformation</i> (4) |
| | 2253. <i>History of Venice</i> . (4) (offered in Venice) |
| | 2263. <i>Venetian Society and Culture</i> . (4) (offered in Venice) |
| | 335, 336. <i>Italy</i> (4,4) |
| | 398. <i>Individual Study</i> (1-4) (if directed toward Italy) |

Students also may take appropriate courses in anthropology, economics, politics, psychology, religion, and sociology taught in the Venice program, and individual study courses taught in these departments, with appropriate topics.

If you wish to graduate with a Certificate in Italian Studies, you must contact the registrar's office during the spring semester of your senior year and advise them. Request that a copy of your transcript be sent to the Department of Romance Languages for approval.

Journalism

(Minor)

Wayne King, Coordinator
Justin Catanoso, Visiting Lecturer

The minor in journalism consists of 20 credits, including Journalism 270, 276, and either 272 or 280; Journalism 284 does not count toward the minor. In addition to the required 20 credits, minors in journalism are strongly advised to take Economics 150 and 221. The remaining courses must be selected from among the following:

Accounting	110. <i>Introduction to Financial and Management Accounting</i> (4)
Communication	115. <i>Writing for Radio-TV Film</i> (4) 211. <i>Media Production: Studio</i> (4) 245. <i>Introduction to Mass Communication</i> (4)
Economics	150. <i>Introduction to Economics</i> (4) 221. <i>Public Finance</i> (4)
Journalism	272 or 280. (whichever was not chosen as a required course) 278. <i>History of Journalism</i> (4) 282. <i>Investigative Reporting</i> (4)
Politics	217. <i>Politics and the Mass Media</i> (4)

Journalism Courses

- 270. Introduction to Journalism.** (4) Fundamentals of news-writing, news judgment, and news gathering, including computer-assisted reporting and research. Intensive in-class writing.
- 272. Editing.** (4) A laboratory course in copy-editing, headline-writing, typography, and make-up; practice on video display terminal. P—English 270.
- 273. Writing for Radio-TV-Film.** (4) An introduction to writing for radio, television, and film. Emphasis will be on informational and persuasive writing (news, features, public service announcements, commercials, political announcements, news analyses, commentaries, and editorials). (Also listed as Communication 115.)

274. Media Production: Studio. (4) An introduction to the production of audio and video media projects. Multiple camera studio production emphasized. Lecture/laboratory. (Also listed as Communication 211.)

275. Introduction to Mass Communication. (4) A historical survey of mass media and an examination of major contemporary media issues. (Also listed as Communication 245.)

276. Advanced Journalism. (4) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P—English 270 or permission of instructor.

277. Politics and the Mass Media. (4) Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events. (Also listed as Politics 217.)

278. History of Journalism. (4) A study of the development of American journalism and its English origins, with attention to broad principles of mass communication from its beginnings through the Internet.

280. Journalism, Ethics, and Law. (4) Explores ethical problems confronting journalists, including such things as the public's right to know, invasion of privacy, censorship, coverage of politics and elections, objectivity, and race, gender, and bias in news reporting, against a background of laws pertaining to areas such as libel and national security. P—English 270 or permission of instructor.

282. Investigative Reporting. (4) Explores the methods and resources used in investigative journalism—tracing individuals through public records, Freedom of Information Act requests, and specialized interview techniques. P—Permission of instructor.

284. The Essay. (2) Primarily for those interested in writing for publication. Emphasis on writing techniques.

286. Writing for Public Relations and Advertising. (2,4) Principles and techniques of public relations and applied advertising. Students use case studies to develop public relations and advertising strategies. Permission of Instructor. (Also listed as Communication 117.)

298. Internship. (2) A course designed to assist students in gaining practical experience in news-related enterprises, under faculty supervision.

299. Individual Study. (2-4) A course of independent study with faculty guidance. By prearrangement.

Latin American Studies

(Interdisciplinary Minor)

Mary Friedman (Romance Languages), and
William K. Meyers (History), Coordinators

The minor in Latin American Studies provides an opportunity for students to undertake a multidisciplinary study of the history, geography, economics, politics, and culture of Latin America and the Caribbean. It consists of a total of twenty credits, only four of which may count toward the student's major. Candidates for the minor are required to take Latin American Studies 210, *Introduction to Latin American Studies*. In addition, candidates must elect at least four credits of coursework on Latin America in each of three different disciplines.

Candidates should demonstrate proficiency in Spanish or Portuguese either by completing Spanish courses through the 213 level or by undergoing an oral proficiency interview with a member of the faculty of the Department of Romance Languages.

210. Introduction to Latin American Studies. (4) Introduction to the historical, economic, cultural, and social issues which shape Latin America.

Students may choose from the following list of electives in designing their minor:

Anthropology	383, 384. <i>Field Research in Cultural Anthropology</i> . (4) 385, 386. <i>Special Problems Seminar</i> . * (4)
Economics	251. <i>International Trade</i> . (4) 252. <i>International Finance</i> . (4) 258. <i>Economic Growth and Development</i> . (4)
History	373. <i>History of Mexico</i> . (4) 374. <i>Protest and Rebellion in Latin America</i> . (4) 375. <i>Modern Latin America</i> . (4)
Politics	236. <i>Government and Politics in Latin America</i> . (4) 242. <i>Problems in Comparative Politics</i> . * (4) 292. <i>Seminar in Comparative Politics</i> . * (4)
Spanish	218. <i>Masterpieces of Spanish American Literature</i> . (4) 219. <i>Grammar and Composition</i> . (4) 223. <i>Latin American Civilization</i> . (4) 229. <i>Commercial, Official and Social Correspondence</i> . (4) 361. <i>Latin American Cinema and Ideology</i> . (4) 362. <i>Spanish American Poetry</i> . (4) 363. <i>Contemporary Spanish American Theater</i> . (4) 364. <i>Spanish American Short Story</i> . (4) 365. <i>Spanish American Novel</i> . (4) 366. <i>Seminar in Spanish American Novel</i> . (4) 367. <i>Colonial Spanish America</i> . (4)

*When focus is on a Latin American topic.

* **Five-Year BA/MA Degree Program Option.** Students who choose to minor in Latin American Studies have the opportunity to pursue a joint BA/MA program in conjunction with the Center for Latin American Studies at Georgetown University in Washington, D.C. This program allows outstanding students interested in Latin America to begin work towards an interdisciplinary master's degree in Latin American Studies while still undergraduates at Wake Forest, and to complete both degrees within a five-year period. The BA degree is awarded by Wake Forest, while the master's degree is awarded by Georgetown. See pages 67 and 176 of the bulletin for complete details. Interested students should contact the five-year degree program coordinator, Peter Siavelis, assistant professor of politics.

Linguistics

(Interdisciplinary Minor)

M. Stanley Whitley (Romance Languages), Coordinator

The interdisciplinary minor in linguistics requires Linguistics 150, *Introduction to Linguistics*, and sixteen additional credits (excluding Linguistics 111). Students minoring in linguistics are strongly encouraged to study foreign languages, achieving proficiency in at least one, and social and behavioral sciences. The minor may be usefully combined with a major in a foreign language, English, anthropology (or other social science), philosophy, or communication.

The sixteen credits in addition to Linguistics 150 may be chosen from the following three groups: linguistics courses, historical linguistics, and related topics. It is strongly recommended that at least one course be from historical linguistics.

Linguistics Courses

111. Fundamentals of Language Study. (4) Introduction to fundamental notions of language and the study of foreign languages. Review of grammatical terminology and useful strategies for language learning. Comparison of English and selected foreign languages.

150. Introduction to Linguistics. (4) The social phenomenon of language: how it originated and developed, how it is learned and used, its relationship to other kinds of behavior; types of language (oral, written, signed) and language families; analysis of linguistic data; social issues of language use.

231. Language and Gender in Japanese Culture. (4) Analyses of social and psychological factors related to gender differences in Japanese language usage. (Also listed as Women's Studies 231.)

301. Semantics and Language in Communication. (4) A study of how meaning is created by sign processes. Among the topics studied are language theory, semiotics, speech act theory, and pragmatics. (Also listed as Communication 301.)

310. Sociolinguistics and Dialectology. (4) Study of variation in language: effects of regional background, social class, ethnic group, gender, and setting; social attitudes toward language; outcomes of linguistic conflicts in the community; evolution of research methods for investigating language differences and the diffusion of change. P—Linguistics 150 or permission of instructor.

330. Introduction to Psycholinguistics and Language Acquisition. (4) A psychological and linguistic study of the mental processes underlying the acquisition and use of language; how children acquire the structure of language and how adults make use of linguistic systems.

340. Topics in Linguistics. (4) An interdisciplinary study of selected topics, such as morphology, phonology/phonetics, syntax, historical linguistics, history of linguistic theory, semiotics, and ethnolinguistics, issues in Asian linguistics, language and gender. P—Linguistics 150 or permission of instructor.

375. Philosophy of Language. (4) A study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantic paradoxes, and the differences between languages and other sorts of sign systems. P—Permission of instructor. (Also listed as Philosophy 375.)

398,399. Individual Study. (1-4,1-4) A reading and research course designed to meet the needs of selected students, to be carried out under the supervision of a faculty member in the linguistics minor program. P—Linguistics 150 and permission of instructor.

Historical Linguistics

(See course descriptions under appropriate department listings.)

English	304.	<i>History of the English Language.</i> (4)
French	321.	<i>History and Structure of the Language.</i> (4)
Russian	232.	<i>The History of the Russian Language.</i> (4)
Spanish	321.	<i>History and Structure of the Spanish Language.</i> (4)

Related Topics

(See course descriptions under appropriate department listings.)

Classics	220.	<i>Greek and Latin in Current Use.</i> (3)
English	390.	<i>The Structure of English.</i> (4)
French	222.	<i>French Phonetics.</i> (4)
Russian	230.	<i>The Structure of Russian.</i> (4)
Spanish	222.	<i>Spanish Phonology.</i> (4)

Students intending to minor in linguistics should consult the coordinator of linguistics in the Department of Romance Languages, preferably during their sophomore year.

Mathematics and Computer Science

Richard D. Carmichael, Chair

Reynolds Professor Robert J. Plemmons

Wake Forest Professor John V. Baxley

Professors Richard D. Carmichael, Elmer K. Hayashi, Fredric T. Howard,

Ellen E. Kirkman, James Kuzmanovich, J. Gaylord May

Associate Professors Edward E. Allen, Daniel Cañas, David J. John,

James L. Norris III, Stephen B. Robinson, Stan J. Thomas, Todd C. Torgersen

Assistant Professors Jennifer J. Burg, Yaorong Ge,

Paul F. Hemler, Hugh N. Howards

Visiting Assistant Professors Richard H. Hammack, Jeffrey K. Lawson,

David W. Lyons

Instructors Christa Beck, Janice Blackburn, Jule M. Connolly,

Patricia Y. Underhill, David C. Wilson

A major in mathematics requires a minimum of forty credits. A student must include courses 111, 112, 113, 121, 221, one of the courses 311, 317, 352, 357, and at least three additional four-credit courses numbered higher than 113, two of which must be numbered above 300 (excluding 381). Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division II requirements.

A major in computer science requires forty credits in computer science and four courses in mathematics. The courses in computer science must include 112, 211, 212, 235, 236, and 277. The required courses in mathematics are 111, 112, 117, and 121. Students considering graduate work in computer science should consult a major adviser in the department for assistance in planning an appropriate course of study.

A minor in computer science requires four courses, at least sixteen credits, in computer science numbered higher than 111, Mathematics 117, and an additional four credits in mathematics other than Mathematics 105.

A minor in mathematics requires Mathematics 111, 112, either 113 or 121, and three other courses of at least four credits each numbered higher than Mathematics 108, two of which must be numbered above 200. Neither Mathematics 301, 302, 303, or 304 can count as a course for this minor, but any pair may be so counted. Credit is not allowed for both Mathematics 121 and Mathematics 302 or for both Mathematics 303 and Mathematics 317.

A minimum GPA of 2.0 in courses which comprise a major or minor in the department is required for graduation with any major or minor which the department offers.

A regularly scheduled activity in mathematics is an informal seminar of students and faculty on topics not discussed in regular courses (for example, finite differences, game theory, Monte Carlo method, divergent series).

The Department of Mathematics and Computer Science and the Department of Economics offer a joint major leading to a bachelor of science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, offers the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major has the following course requirements: Mathematics 111, 112, 113, 121, 254, 255; Economics 150, 205, 207, 210, 211,

215, 218; and three additional courses chosen with the approval of the program advisers. Students selecting the joint major must receive permission from both the Department of Mathematics and Computer Science and the Department of Economics.

The Department of Mathematics and Computer Science and the Calloway School of Business and Accountancy offer a joint major leading to a bachelor of science degree in mathematical business. This interdisciplinary program, consisting of fifty-six credits, prepares students for careers in business with a strong background in mathematics. The major has the following course requirements: Mathematics 112, 256, 301, 302, 353; Business 211, 221, 231, 241, 251, 252, 292; Mathematics 253 or Business 202; and twelve additional credits, eight in mathematics chosen from four credit courses at the 300 level or above excluding 381 and four credits in business. The following courses are prerequisites for admission into this major: Mathematics 111, Accounting 111, 112, Business 100, Economics 150, and Communication 110. Computer science 111, 112 and Mathematics 251 are strongly recommended as additional courses to be taken by majors in mathematical business. Students electing this joint major must seek and receive permission from both the Department of Mathematics and Computer Science and the Calloway School of Business and Accountancy. To graduate from Wake Forest University with a major in mathematical business, the student must satisfy the requirements for graduation of both the Department of Mathematics and Computer Science and the Calloway School of Business and Accountancy. Refer to the description in this bulletin for the admission, continuation, and graduation requirements of the Calloway School.

Highly qualified majors are invited by the department to apply for admission to the honors program in mathematics, computer science, or the joint major. To be graduated with the designation "Honors in Mathematics," "Honors in Computer Science," or "Honors in Mathematical Economics," they must complete satisfactorily a senior research paper. To graduate with "Honors in Mathematics" or "Honors in Computer Science," majors must have a minimum grade-point average of 3.5 in the major and 3.0 in all college course work. For additional information, members of the departmental faculty should be consulted.

Students who are enrolled at Wake Forest may not take courses in mathematics and/or computer science at other institutions to satisfy divisional requirements.

Computer Science

111. Introduction to Computer Science. (4) A rigorous introduction to the process of algorithmic problem-solving; an introduction to the organization of computers on which resulting programs run; and an overview of the societal and ethical context in which computer science exists. A scheduled laboratory experience is used for both the computer programming and computer organization aspects of the course. Lab—two hours.

112. Fundamentals of Computer Science. (4) Lecture and laboratory. Problem-solving and program construction are emphasized using reusable modules, data abstraction and parallel computation. Linear data structures, fundamental software engineering tools, and problem-solving paradigms are introduced for the beginning computer science student. Lab—two hours. P—Computer Science 111 or permission of instructor.

211. Computer Software Organization and Architecture. (4) Lecture and laboratory. Hierarchical software organization, representation and manipulation of data, instruction sets, addressing and structure of memory. The laboratory focuses on the understanding of an assembly language. Lab—two hours. P—Computer Science 112 and Mathematics 117.

212. Computer Hardware Organization. (4) Lecture and laboratory. Basic von Neumann computer architectures. Study and design of combinational logic circuits, arithmetic units, and memory devices. Lab—two hours. P—Computer Science 211.

235. Data Structures and Algorithms I. (4) Lecture and laboratory. Study, analysis and implementation of abstract data structures such as list, stack, queue and tree. Complexity analysis of algorithms which operate upon these data structures. P—Computer Science 112 and Mathematics 117.

236. Data Structures and Algorithms II. (4) Lecture and laboratory. A continuation of the study, analysis and implementation of abstract data structures. The complexity of algorithms is studied more rigorously than in Computer Science 235 and complexity classes are introduced. P—Computer Science 235 and Mathematics 111.

277. Programming Languages. (4) Lecture and laboratory. A study of the properties of programming languages including syntax, semantics, control structures, and run-time representations. P—Computer Science 112 and Mathematics 117.

301. Software Engineering. (4) The principles and methods for the specification, design, and validation of large software systems. Topics may include formal specification techniques, design techniques, programming methodology, program testing, proofs of program correctness, software reliability, and software management. P—Computer Science 235.

302. Operating Systems. (4) Lecture and laboratory. The study of algorithms for sequencing, controlling, scheduling, and allocating computer resources. P—Computer Science 211 and Computer Science 235.

310. Design of Central Processing Units. (4) Use of register-transfer notation, hardware programming languages, control sequencing, and microprogramming. P—Computer Science 212.

319. Digital Systems Architecture. (4) The unification of hardware, firmware, and software. Architectural descriptions, storage systems, paging and associative memories, I/O systems, stack machines, and parallelism. P—Computer Science 211.

323. Computer Graphics. (4) A study of software and hardware techniques in computer graphics. Topics include line and polygon drawing, hidden line and surface techniques, transformations, and ray tracing. P—Computer Science 235 and Mathematics 121.

330. Computer Communications. (4) A study of the operation, design, and analytic modeling of computer communication and networking systems. P—Computer Science 211.

355. Introduction to Numerical Methods. (4) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language (C or FORTRAN). Algorithms and computer techniques

for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both Mathematics 355 and Computer Science 355. P—Mathematics 112, Mathematics 121, and Computer Science 111.

361. Selected Topics. (2, 3, or 4) Topics in computer science which are not studied in regular courses or which further examine topics begun in regular courses. P—Permission of instructor.

372. Compilers. (4) Lecture and laboratory. A study of techniques for compiling computer languages including scanning, parsing, translating, and generating code. P—Computer Science 211 and Computer Science 235.

374. Database Management Systems. (4) Lecture and laboratory. An introduction to large-scale database management systems. Topics include data independence, data base models, query languages, security, integrity, and concurrency. P—Computer Science 235.

379. Artificial Intelligence. (4) An introduction to problems in artificial intelligence. Techniques of representation and heuristic search in areas such as problem solving, pattern recognition, theorem proving, and information processing. P—Computer Science 236.

381. Individual Study. (2,3, or 4) A course of independent study directed by a faculty adviser. By prearrangement. At most, two credits can be counted toward the major in computer science. Not to be counted toward the minor in computer science.

Mathematics

105. Fundamentals of Algebra and Trigonometry. (2,3, or 4) A review of the essentials of algebra and trigonometry. Admission by permission only (generally, a student must have taken fewer than three years of high school mathematics to be eligible for admission). Not to be counted toward the major or minor in mathematics.

108. Essential Calculus. (5 or 4) A one-semester course in differential and integral calculus with application to business and the social sciences. No student allowed credit for both 108 and 111. A student who might take additional calculus should not take Mathematics 108. Lab—two hours.

109. Elementary Probability and Statistics. (5 or 4) Probability and distribution functions, means and variances, and sampling distributions. Lab—two hours.

111, 112. Calculus with Analytic Geometry I, II. (5 or 4; 5 or 4) Calculus of functions of one variable; infinite series. No student allowed credit for both 108 and 111.

113. Multivariable Calculus. (4) Vector and space curves. Differentiable functions; surfaces and max-min problems. Multiple integrals and Green's theorem. P—Mathematics 112.

117. Discrete Mathematics. (4) An introduction to various topics in discrete mathematics applicable to computer science including sets, relations, Boolean algebra, propositional logic, functions, computability, proof techniques, graph theory, and elementary combinatorics.

121. Linear Algebra I. (4) Vectors and vector spaces, linear transformations and matrices, determinants, eigenvalues, and eigenvectors. Credit not allowed for both 121 and 302.

165. Problem Solving Seminar. (1 or 2) A weekly seminar designed for students who wish to participate in mathematical competition such as the annual Putnam examination. Not to be counted toward any major or minor offered by the department. May be repeated for credit.

221. Modern Algebra I. (4) An introduction to modern abstract algebra through the study of groups, rings, integral domains, and fields. P—Mathematics 121.

251. Ordinary Differential Equations. (4) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P—Mathematics 112.

253. Operations Research. (4) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P—Mathematics 111.

254. Optimization Theory. (2) Unconstrained and constrained optimization problems; Lagrange multiplier methods; sufficient conditions involving bordered Hessians; inequality constraints; Kuhn-Tucker conditions; applications primarily to problems in economics. P—Mathematics 113 and Mathematics 121.

255. Dynamical Systems. (2) An introduction to optimal control, including the Pontryagin maximum principle, and systems of nonlinear differential equations, particularly phase space methods. Applications to problems in economics, including optimal management of renewable resources. P—Mathematics 113 and Mathematics 121.

256. Statistical Methods. (4) A study of statistical methods that have proved useful in many different disciplines. These methods include tests of model assumptions, regression, general linear models, nonparametric alternatives, and analysis of data collected over time. Knowledge of matrix algebra is desirable but not necessary.

301. Vector Analysis. (2) Vector functions, partial derivatives, line and multiple integrals, Green's theorem, Stokes' theorem, divergence theorem. Not to be counted toward any major offered by the department except for the major in mathematical business. P—Mathematics 112.

302. Matrix Algebra. (2) Matrices, determinants, solutions of linear equations, special matrices, eigenvalues and eigenvectors of matrices. Not to be counted toward any major offered by the department except for the major in mathematical business. Credit not allowed for both 121 and 302.

303. Complex Variables. (2) Topics in analytic function theory, Cauchy's theorem, Taylor and Laurent series, residues. Not to be counted toward any major offered by the department. Credit not allowed for both 303 and 317. P—Mathematics 112.

304. Applied Partial Differential Equations. (2) The separation of variables technique for the solution of the wave, heat, Laplace, and other partial differential equations with the

related study of special functions and Fourier series. Not to be counted toward any major offered by the department. P—Mathematics 251.

311, 312. Advanced Calculus I, II. (4,4) Limits and continuity in metric spaces, differentiation and Riemann-Stieltjes integration, sequences and series, uniform convergence, power series and Fourier series, partial differentiation and functions of n real variables, implicit and inverse function theorems. P—Mathematics 113.

317. Complex Analysis I. (4) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. Credit not allowed for both 303 and 317. P—Mathematics 113.

322. Modern Algebra II. (4) A continuation of modern abstract algebra through the study of additional properties of groups, rings, and fields. P—Mathematics 221.

324. Linear Algebra II. (4) A thorough treatment of vector spaces and linear transformations over an arbitrary field, canonical forms, inner product spaces, and linear groups. P—Mathematics 121 and Mathematics 221.

326. Numerical Linear Algebra. (4) Numerical methods for solving matrix and related problems in science and engineering. Topics will include systems of linear equations, least squares methods, and eigenvalue computations. Special emphasis given to parallel matrix computations. Beginning knowledge of a programming language, such as Pascal, FORTRAN, or C, is required. P—Mathematics 112 and Mathematics 121.

331. Geometry. (4) An introduction to axiomatic geometry including a comparison of Euclidean and non-Euclidean geometries.

334. Differential Geometry. (4) Introduction to the theory of curves and surfaces in two and three dimensional space, including such topics as curvature, geodesics, and minimal surfaces. P—Mathematics 113.

345, 346. Elementary Theory of Numbers I, II. (4,4) Properties of integers, including congruences, primitive roots, quadratic residues, perfect numbers, Pythagorean triples, sums of squares, continued fractions, Fermat's Last Theorem, and the Prime Number Theorem.

348, 349. Combinatorial Analysis I, II. (4,4) Enumeration techniques, generating functions, recurrence formulas, the principle of inclusion and exclusion, Polya theory, graph theory, combinatorial algorithms, partially ordered sets, designs, Ramsey theory, symmetric functions, and Schur functions.

352. Partial Differential Equations. (4) A detailed study of partial differential equations, including the heat, wave, and Laplace equations, using methods such as separation of variables, characteristics, Green's functions, and the maximum principle. P—Mathematics 113 and Mathematics 251.

353. Mathematical Models. (4) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences.

355. Introduction to Numerical Methods. (4) Numerical computations on modern computer architectures; floating point arithmetic and round-off error. Programming in a scientific/engineering language (C or FORTRAN). Algorithms and computer techniques for the solution of problems such as roots of functions, approximation, integration, systems of linear equations and least squares methods. Credit not allowed for both Mathematics 355 and Computer Science 355. P—Mathematics 112, Mathematics 121, and Computer Science 111.

357, 358. Mathematical Statistics I, II. (4,4) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. C—Mathematics 113, or P—Permission of instructor.

361. Selected Topics. (2,3, or 4) Topics in mathematics which are not considered in regular courses or which continue study begun in regular courses. Content varies.

381. Individual Study. (2,3, or 4) A course of independent study directed by a faculty adviser. By prearrangement.

Medieval Studies

(Interdisciplinary Minor)

Gillian Overing and Gale Sigal (English), Coordinators

The interdisciplinary minor in medieval studies requires twenty-four credits, chosen from at least three different departments. Courses from the student's major may count in the minor. Students are encouraged, but not required, to attend the six-week Summer Medieval Program at Oxford University in England, for which they receive six credits (two courses) which count toward the minor. (For details about application to the Oxford program, and possible financial aid, consult Gale Sigal in the English department.) Courses may be chosen from the following list. (See course descriptions under appropriate listings.)

Art	252. <i>Romanesque Art.</i> (4)
	253. <i>The Gothic Cathedral.</i> (4)
	254. <i>Luxury Arts in the Middle Ages.</i> (4)
	267. <i>Early Italian Renaissance Art.</i> (4)
	296. <i>Art History Seminar: b. Medieval Art.</i> (2,4)
English	305. <i>Old English Language and Literature.</i> (4)
	310. <i>The Medieval World.</i> (4)
	311. <i>The Legend of Arthur.</i> (4)
	312. <i>Medieval Poetry.</i> (4)
	315. <i>Chaucer.</i> (4)
	320. <i>British Drama to 1642.</i> (4)
French	330. <i>Seminar in Medieval Studies.</i> (4)

German	249. <i>German Literature before 1700.</i> (4)
History	306. <i>The Early Middle Ages.</i> (4) 307. <i>The High Middle Ages Through the Renaissance.</i> (4) 335. <i>Italy. Medieval and Renaissance.</i> (4)
Humanities	320. <i>Perspectives on the Middle Ages.</i> (4) 361. <i>Dante I.</i> (2) 362. <i>Dante II.</i> (2)
Music	220. <i>Seminar in Medieval and Renaissance Music.</i> (3,4)
Philosophy	232. <i>Ancient and Medieval Philosophy.</i> (4)
Religion	367. <i>The Mystics of the Church.</i> (4) 372. <i>History of Christian Thought: b. Medieval and Reformation Thought.</i> (2,4)
Spanish	231. <i>Medieval and Pre-Renaissance Spanish Literature.</i> (4)
Theater	260. <i>History of Western Theater I (Beginnings to 1642).</i> (4)

Students intending to minor in Medieval Studies should consult one of the coordinators, preferably during the sophomore year.

Military Science

Lieutenant Colonel Donald J. Moser, Professor

Lieutenant Colonel Kenneth M. Walker, Adjunct Professor

Assistant Professors: Major James C. Brand, Captain Christian J. Abell,

Captain Patrick L. Rimron

Instructors: Master Sergeant Elton L. Richards Jr., Sergeant First Class Anthony Pardella

Adjunct Instructor: Lieutenant Colonel Stephen J. Huebner

Completion of Army Reserve Officers' Training Corps (AROTC) requirements and recommendation for appointment by the professor of military science may result in commissioning as a second lieutenant in the active or reserve forces components of the Army of the United States, as determined by the Secretary of the Army. The AROTC program is composed of the Basic Course and the Advanced Course. The Basic Course is composed of four core courses (121, 122, 123, and 124), sometimes with either 117 or 118 taken each semester as a co-requisite. No military obligation is incurred by enrollment in the Basic Course, except by Army ROTC Scholarship cadets, and then only when beginning their sophomore year. The Basic Course may be completed, partially or fully, by various alternative methods (i.e., through credit for specific types of Junior ROTC or other military training, as determined by the professor of military science, or through completion of a six-week summer Basic Camp). The Advanced Course is composed of four core courses (225, 226, 227, and 228), with either 117 or 118 taken each semester as a co-requisite, and a five-week Advanced Camp, usually attended during the summer

between the junior and senior years. *Army ROTC scholarships are available to qualified applicants (both those already enrolled in the AROTC program and those not yet enrolled) through annual competition.*

112. Operations in Special Environments. (2) Planning and preparation for military operations in mountain, desert, jungle, and arctic environments; fundamentals of survival; mountaineering techniques.

114. Leadership. (2) An examination of the fundamentals contributing to the development of a personal style of leadership with emphasis on the dimensions of junior executive management.

116. Orienteering. (2) A study of navigational aids, linear time/distance relationships, and mapping techniques. Includes navigating in unfamiliar terrain.

117, 118. Leadership Laboratory. (0,0) Basic military skills instruction designed to technically and tactically qualify the student for assumption of an officer leadership position at the small-unit level. Either 117 (fall) or 118 (spring) is required each semester for contracted AROTC cadets (including those conditionally contracted), advance designee scholarship winners, and non-contracted AROTC cadets taking their third and fourth military science core courses. Pass/fail only. C—Any other military science core course. P—Permission of the professor of military science, except when required as explained above.

121. Introduction to Army ROTC and the US Army. (2) An introduction to the Army Reserve Officers' Training Corps and to the United States Army, exploring roles, organization, customs and traditions. C—Military Science 117 or 118, as appropriate.

122. Introduction to Military Leadership. (2) Introduction to military leadership, planning, organizing, communication skills and problem analysis. Techniques of motivation and management of subordinates. Examination of moral issues, requirements and dilemma of the military profession. P—Military Science 121 or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

123. Land Navigation and Terrain Analysis. (2) A study of the methods of land navigation and terrain analysis for military operations. P—Military Science 121 and 122, or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

124. Tactics and Leadership in the US Army. (2) An introduction to planning, organizing, and conducting military ground operations, with a consideration of the principles of war. Focuses on current leadership doctrine within the Army. P—Military Science 121, 122, and 123, or permission of the professor of military science. C—Military Science 117 or 118, as appropriate.

225. Military Operations. (2) An in-depth study of the principles of combined arms operations. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science). C—Military Science 117.

226. Advanced Military Operations. (2) A continuation of Military Science 225 with an emphasis on the leadership aspect of combined arms operations. Specific preparation for the AROTC Advanced Camp. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225. C—Military Science 118.

227. Leadership and Management in the US Army I. (2) The theory and practice of military leadership. Emphasis on the Uniform Code of Military Justice, the Manual for Courts-Martial, the Law of Land Warfare and the Army's personnel, training, and logistical management systems. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225 and 226. C—Military Science 117.

228. Leadership and Management in the US Army II. (2) A continuation of Military Science 227 with emphasis on the transition from cadet to officer. P—Military Science 121 through 124 (or equivalent credit as determined by the professor of military science) and Military Science 225 through 227. C—Military Science 118.

229. American Military History. (4) The American military experience with emphasis on the ideas and activities contributing to the development of the United States' unique military establishment. Particular emphasis on civilian control of the military. P—Permission of the professor of military science. Credit not allowed for this course if credit has been earned for History 369.

Music

David B. Levy, Chair

**Professors Susan Harden Borwick, Stewart Carter, Louis Goldstein, David B. Levy,
Dan Locklair (Composer-in-Residence)**

Associate Professors Peter Kairoff, Teresa Radomski

Assistant Professor and Director of Choral Ensembles Brian Gorelick

Part-time Assistant Professor Pamela Howland

Director of Bands C. Kevin Bowen

Director of Orchestra David Hagy

Instructors Patricia Dixon, Richard E. Heard

Part-time Instructor Kathryn Levy

A major in music requires forty-eight credits. This includes a basic curriculum of thirty-six credits (Music Theory 171, 172, 173, and 174, sixteen credits; Music History 181, 182, six credits; ten credits of individual instruction; and four credits of ensemble, taken in four semesters) plus six semesters of Music Recitals 100 and twelve credits of elective courses in music, excluding ensembles and Music 165-169, 175-179. In addition to the course work, music majors are required to present a senior recital, lecture-recital, or project.

Students anticipating a major in music are urged to begin their studies during their first year and are required to audition typically during the second semester of their sophomore year before officially being admitted to the program.

Highly qualified majors may be invited by the music faculty to apply for admission to the honors program in music. To be graduated with the designation "Honors in Music," a candidate must have a 3.0 overall GPA and a 3.5 GPA in courses in the major. In addition, the candidate must be nominated for this honor by a music faculty member and must complete one of the following requirements: (1) an honors-level research paper, (2) an analysis project, (3) an original composition, (4) a lecture-recital, (5) a solo recital, (6) a chamber-music recital, (7) a solo concert with ensemble, or (8) a conducting project. More complete information is available from the Department of Music.

A minor in music requires twenty-four credits: Music 171, 172; 181, 182; two credits of ensemble, taken in two semesters; two semesters of individual instruction (performance level must be equal to the level expected of majors at the time of the audition); six credits of music electives (excluding ensemble); and four semesters of Music Recitals 100. Each minor will be assigned an adviser in the music department and is encouraged to begin individual lessons, Music 171, and Music 100 as early as possible.

Regarding ensemble requirements for the major or minor in music, students who, upon the advice of their private instructor, take the audition in voice must fulfill the ensemble requirement by singing in Music 112, 115, and /or 116. Students who, upon the advice of their private instructor, take the audition on a band or orchestral instrument must fulfill the ensemble requirement by performing on that instrument in Music 113, 117, 119, and /or 121.

Any student interested in majoring or minoring in music should consult the chair of the department as soon as possible after entering the University.

General Music

100. Recitals. (0) Recitals, concerts, and guest lectures sponsored by the Department of Music and the Secret Artists Series. (Specific attendance requirements will be established at the beginning of each semester.) Six semesters are required of music majors; four semesters are required of music minors. (P/F only)

101. Introduction to the Language of Music. (3,4) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. Satisfies the Division V requirement. For students not majoring in music.

102. Language of Music I. (3,4) Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. For students who can read music. Not open to music majors. Satisfies the Division V requirement. P—Permission of instructor.

109. Introduction to the Music of World Cultures. (4) A survey of music in selected societies around the world. Topics will be selected from the following areas of concentration: India, East Asia, sub-Sahara Africa, western Europe, Latin America, and vernacular music of the United States (including jazz). Satisfies the Division V requirement.

110. Writing about the Arts. (4) Training in expository writing; frequent essays based on music and other arts experiences on campus and in the community, and on readings in music and the arts. Fulfills the basic requirement in English. P—Permission of instructor and the Department of English.

202. Language of Music II. (2) An in-depth study of selected major works. Not open to music majors. P—Music 101 or 102 or permission of instructor.

Music Theory

104. Basic Music Reading and Skills. (2) A study of the fundamentals of music theory including key signatures, scales, intervals, chords, and basic sight-singing and ear-training skills. Designed for students wishing to participate in University ensembles and those wishing to pursue vocal, instrumental, and compositional instruction. May not count toward the music major or minor.

105. Music Theory for Non-Majors. (4) A study and application of music fundamentals and music theory for the non-music major; analytical and compositional techniques. P—Music 104 or permission of instructor.

106. Electronic Music Lab. (2) Foundations of MIDI protocol, with particular attention to the study and application of sequencers, notational programs, and synthesizers. Development of skills in written notation through use of computerized programs. Taught in Music Computer Lab. P—Music 101, 104, or permission of instructor.

171. Music Theory I. (4) Music fundamentals: key signatures, scales, modes, intervals, triads, elements of music. Ear training, sight-singing, and rhythm skills. *Fall*.

172. Music Theory II. (4) Seventh chords, beginning part-writing, basic counterpoint, ear training, sight-singing, rhythm skills, keyboard harmony. *Spring*. P—Music 171.

173. Music Theory III. (4) Altered chords, continuation of part-writing, eighteenth and nineteenth century forms, ear training, sight-singing, rhythm skills, keyboard harmony. *Fall*. P—Music 172.

174. Music Theory IV. (4) Expanded harmonic system of Impressionism and the twentieth century. New concepts of style and form. Ear training, sight-singing, rhythm skills, keyboard harmony. *Spring*. P—Music 173.

270. Sixteenth Century Counterpoint. (2) Analysis of sixteenth century contrapuntal music, in particular that of Palestrina. Examination of Renaissance writings on counterpoint. Composition of canon and motet. P—Music 174.

271. Eighteenth Century Counterpoint. (2) Analysis of eighteenth century contrapuntal styles, with concentration on the *Well-Tempered Clavier* and *Art of the Fugue* of J. S. Bach. Composition of invention, canon, and fugue. P—Music 174.

272. Analysis Seminar. (2) A study of analytical writings of theorists and composers and the development of practical skills as they can be used in research and performance preparation. P—Music 174.

273. Composition. (1 or 2) Individual instruction in the craft of musical composition. May be repeated for credit. P—Permission of instructor.

276. Current Practices. (2) A survey of twentieth century compositional techniques, notation, and performance problems involving the study of music and theoretical writings associated with major trends from 1900 to the present. P—Music 174.

280. Orchestration. (4) A study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. (Also offered by the Department of Education as Education 280.) *Spring*. P—Music 174, 182, or permission of instructor.

Music History

181. Music History I. (3) History of music from the Greeks to 1750. Satisfies the Division V requirement. P—Permission of instructor.

182. Music History II. (3) History of music from 1750 to the present. Satisfies the Division V requirement. P—Permission of instructor.

203. History of Jazz. (4) A survey of American jazz from its origin to the present. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

204. Survey of Choral Music. (4) A historical overview of important genera (i.e., anthem, cantata, motet, mass, oratorio) with an emphasis on church music and liturgical function. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

205. Survey of Orchestral Music. (4) A historical overview of important orchestral repertoire (i.e., symphony, concerto, overture, symphonic poem). Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

206. Survey of Opera. (4) A study of the development of opera from 1600 to the present. Selected operas by European and American composers will be examined in class via record, score, and film. Class will attend opera performances when possible. Open to majors and non-majors. P—Music 101 or 102 or permission of instructor.

207. Music in America. (4) A study of the music and musical trends in America from 1650 to the present. The course will survey sacred and secular music from the Pilgrims to the current trends of American composers. P—Music 101 or 102 or permission of instructor.

208. Women and Music. (4) A historical overview of women musicians in society. P—Music 101 or 102 or permission of instructor.

212. Music in the Church. (4) Function of church musicians and the relationship of their work to the church program. *Offered fall semester of odd years*. P—Permission of instructor.

213. Beethoven. (4) Compositional process, analysis, criticism, and performance practices in selected works by Ludwig van Beethoven. P—Music 101 or permission of instructor.

215. Philosophy of Music. (2) A survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns. P—Music 174, 182, or permission of instructor.

220. Seminar in Medieval and Renaissance Music. (3,4) A study of music before 1600, its theory, notation, and performance practices. P—Music 174, 182, or permission of instructor.

221. Seminar in Baroque Music. (3,4) Musical activity from about 1600 to Bach and Handel. Special emphasis on the development of national styles and their resolutions toward the end of the era. P—Music 174, 182, or permission of instructor.

222. Seminar in Eighteenth Century Music. (3,4) Musical developments from the sons of Bach through the Viennese Classicism of Haydn, Mozart, and Beethoven. P—Music 174, 182, or permission of instructor.

223. Seminar in Nineteenth Century Music. (3,4) Music from the latter part of Beethoven's career through Wagner and Brahms. Special emphasis on the post-Beethoven schism and its ramifications. P—Music 174, 182, or permission of instructor.

224. Seminar in Twentieth Century Music. (3,4) A study of the major musical styles, techniques, and media of contemporary music from Debussy to the present. P—Music 174, 182, or permission of instructor.

230. History of Musical Instruments. (4) Historical overview of the form and function of musical instruments from the Middle Ages to the present. Emphasis on instruments in art music of Western Europe and the United States. P—Music 101, 181, 182, or permission of instructor.

284. Music Literature Seminar. (3,4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. Also offered by the Department of Education as Education 284. P—Permission of instructor.

- a. Instrumental Literature
- b. Choral Literature
- c. Piano Literature

- d. Guitar Literature
- e. Vocal Literature

Music Education

Music 280, 282, 284, 289, and 354 also appear as Education 280, 282, 284, 289, and 354. These courses may be taken as music or education but not both. *Effective Spring 2000, the department will not offer certification in music education.*

186. String Instruments. (2) Fundamentals of playing and teaching all instruments of the string family. *Offered spring semester of odd years.*

187. Woodwind Instruments. (2) Fundamentals of playing and teaching all principal instruments of the woodwind family. *Offered fall semester of even years.*

188. Brass and Percussion Instruments. (2) Fundamentals of playing and teaching brass and percussion. *Offered spring semester of even years.*

280. Orchestration. (4) See page 162 for a course description.

282. Conducting. (4) See page 167 for a course description.

284. Music Literature Seminar. (3,4) See page 163 for a course description.

289. Ensemble Methods. (2) A practical study of choral and instrumental training techniques. Discussion of tonal development, administration, bibliography, and choral and instrumental problems. Also offered by the Department of Education as Education 289. *Fall*. P—Music 101 or 102 or permission of instructor.

354. Methods and Materials of Teaching Music. (4) Methods, materials, and techniques used in the teaching^c and supervision of choral and instrumental music in the public schools, all grades. Also offered by the Department of Education as Education 354. *Spring*. P—Music 174, 182.

Honors and Individual Study

297. Senior Project. (1,2,3, or 4) A major project varying in format according to the student's area of concentration. By pre-arrangement.

298. Individual Study. (1,2,3, or 4) A project in an area of study not otherwise available in the department. By pre-arrangement.

299. Honors in Music. (1,2,3, or 4) Individual study for honors candidates who have fulfilled the specific requirements.

Ensemble

Departmental ensembles are open to all students. Credit is earned on the basis of one credit per semester of participation in each ensemble.

111. Opera Workshop. Study, staging, and performance of standard and contemporary operatic works. P—Permission of instructor.

112. Collegium Musicum. An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras.

113. Orchestra. Study and performance of orchestral works from the classical and contemporary repertoire. P—Audition.

114. Madrigal Singers. A vocal chamber ensemble which specializes in the performance of secular repertoire. P—Audition.

115. Concert Choir. A select touring choir of forty-five voices which performs a variety of choral literature from all periods. Regular performances on and off campus, including an annual tour. P—Audition.

116. Choral Union. A large oratorio chorus which concentrates on the performance of major choral works. P—Audition.

117. Marching Deacons Band. Performs for most football games. Meets twice weekly. Regular performances on and off campus. *Fall*. P—Permission of instructor.

118. Chamber Winds. Study and performance of music for mixed chamber ensembles of winds, brass, and percussion. *Fall*. P—Permission of instructor.

119. Symphonic Band. Study and performance of music for symphonic band. Regular performances on and off campus. *Spring*. P—Permission of instructor.

120. Small Chamber Ensemble. Study and performance of music for small ensemble. Performers are strongly urged to participate in a larger ensemble as well. P—Permission of instructor.

<i>a. percussion ensemble</i>	<i>e. brass</i>
<i>b. flute choir</i>	<i>f. woodwind</i>
<i>c. string</i>	<i>g. guitar</i>
<i>d. saxophone</i>	<i>h. mixed</i>

121. Jazz Ensemble. Study and performance of written and improvised jazz for a twenty-member ensemble. P—Audition.

Individual Instruction

Courses in individual instruction are open to students with the permission of the instructor on a space available basis. Credit is earned on the basis of lesson duration and weekly preparation. One credit per semester implies a half-hour of instruction weekly and a minimum of one hour of daily practice. Two credits per semester imply an hour of instruction weekly and a minimum of two hours daily practice. With the permission of the music faculty and with a proportional increase in practice, a student may earn three or four credits per semester. Students in individual instruction who do not have basic knowledge of notation and rhythm are advised to enroll in Music 101 or 104 either prior to or in conjunction with individual instruction. An individual instruction music fee is charged for all individual instruction. (See page 22 of this bulletin for specific information regarding the fee.)

161. Individual Instruction. (1) May be repeated for credit. Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student.

<i>a. violin</i>	<i>g. clarinet</i>	<i>m. baritone</i>	<i>t. electric bass</i>
<i>b. viola</i>	<i>h. bassoon</i>	<i>n. tuba</i>	<i>v. voice</i>
<i>c. cello</i>	<i>i. saxophone</i>	<i>o. organ</i>	<i>w. recorder</i>
<i>d. bass</i>	<i>j. trumpet</i>	<i>p. piano</i>	<i>x. viola da gamba</i>
<i>e. flute</i>	<i>k. French horn</i>	<i>q. percussion</i>	<i>y. harpsichord</i>
<i>f. oboe</i>	<i>l. trombone</i>	<i>r. guitar</i>	

261. Individual Instruction. (2,3, or 4) May be repeated for credit. P—Permission of instructor.

165j. Class Brass. (1) Introduction to the fundamentals of playing brass instruments. Designed for students with musical experience as well as beginners with no prior musical training. *Spring*. P—Permission of instructor.

165p. Class Piano. (1) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

165q. Class Percussion. (1) Introduction to the fundamentals of playing percussion instruments. Includes an introduction to reading music as well as basic techniques on instruments of the percussion family. P—Permission of instructor.

165r. Class Guitar I. (1) Introduction to guitar techniques: strumming, plucking, arpeggios, and damping. Reading and playing from musical notation and guitar tablature. For beginning students.

166r. Class Guitar II. (1) Continuation of guitar techniques. Emphasis on chordal progressions, scales, accompanying patterns, and sight-reading. P—Music 165r.

165v. Class Voice I. (1) Introduction to the fundamental principles of singing, concepts of breath control, tone, and resonance. *Fall*.

166v. Class Voice II. (1) Continuation of fundamental vocal techniques. P—Music 165v or permission of instructor.

165w. Class Recorder. (1) Introduction to recorder techniques: breath control, articulation, F and C fingering systems. Emphasis on ensemble playing. Designed for beginning and intermediate recorder players. This course is intended to prepare students for Music 112, but is not a prerequisite.

167v. Theatrical Singing I: Class Voice. (1) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theater repertoire. (One hour per week.) *Fall*.

168v. Theatrical Singing II: Class Voice. (1) Continuation of theatrical singing techniques with increased study and performance of musical theater repertoire. P—Music 167v or permission of instructor. (One hour per week.)

169. Musical Theater Practicum. (1) Musical stage experiences for vocalists or instrumentalists who participate in a departmentally sponsored theatrical production. May not be counted toward a major or minor in music. Credit may be earned in a given semester for either Music 169 or Theater 283, but not both. Course may be repeated for no more than 4 credits. Pass/fail only. P—Permission of instructor.

175v. Advanced Voice Class. (1) Development of advanced vocal technique and repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—Music 166v or permission of instructor.

177v. Advanced Theatrical Singing. (1) Development of advanced theatrical singing technique and performance of musical theater repertoire. Limited to eight students. (Two hours per week; may be repeated.) P—Music 168v or permission of instructor.

190. Diction for Singers. (2) Study of articulation in singing, with emphasis on modification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. (Two hours per week.)

282. Conducting. (4) A study of conducting techniques; practical experience with ensembles. *Offered spring semester of odd years.* (Also offered by the Department of Education as Education 282.) P—Music 174 or permission of instructor.

Natural Sciences

Dudley Shapere, Reynolds Professor of Philosophy and History of Science

301. The Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the pre-Socratic philosophers, Plato, and Aristotle. (Also listed as History 301 and Philosophy 231.)

302. The Mechanistic View of Nature. (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are “machines” subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also listed as History 302 and Philosophy 242.)

303. Revolutions in Modern Science. (4) An analysis of the ways in which radically new ideas are introduced and accepted in science. Cases studied are space and time in relativity theory, the nature of reality in quantum mechanics, evolution of species, and continental drift. P—At least one course in one of the relevant areas of science or permission of instructor. (Also listed as History 303.)

320. The Universe of Modern Science. (4) A survey of the contemporary scientific picture of the universe and its evolution, and of the major evidence for that picture.

351. Philosophy of Science. (4) A systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the scientific conclusions which result from such inquiry. P—One 200-level course in philosophy or permission of the instructor. (Also listed as Philosophy 373.)

352. Modern Science and Human Values. (4) Four revolutionary developments in science and technology are studied with a focus on their potential to affect human values: biotechnology, cognitive science, recent primate research, and the search for extraterrestrial life. (Also listed as History 305.)

396. Individual Study. (1-4) Individual projects in the philosophy and history of science. By invitation only.

Philosophy

Win-chiat Lee, Chair

Worrell Professor Robert M. Helm

Professors Thomas K. Hearn Jr., Marcus B. Hester, Charles M. Lewis

Associate Professors Ralph C. Kennedy III, Win-chiat Lee

Assistant Professor Josefina C. Nauckhoff

Visiting Assistant Professor H. Lee Overton

Lecturer Hanna M. Hardgrave

Instructors Charles J. Kinlaw, N. Dane Scott

The objective of the program in philosophy is to lead the student to an understanding of philosophical thinking—past and present—about such fundamental questions as what it is to exist, to know, to be good, right, true, beautiful, or sacred. In examining such matters, philosophy may be said to investigate the presuppositions that inform all human action and inquiry and thus to be an essentially interdisciplinary kind of subject. The study of philosophy can, therefore, play a useful role in preparing the student for a career in almost any field, including law, politics, religion, medicine, business, the arts, and the natural and social sciences.

The thirty-six credits in philosophy required for graduation with a major in the subject must include a general introduction to philosophy (Philosophy 111), one course in logic (selected from Group II), three courses in the history of philosophy (one from each of Groups III, IV and V) and two 200-level or higher topics courses (Group VI), the total to include at least three courses at the 300-level.

A minor in philosophy requires 20 credits in philosophy, which must include at least two 200-level or higher courses and one 300-level course. Philosophy being an intrinsically interdisciplinary subject, a minor in philosophy can be designed to complement any major subject. Students interested in minoring in philosophy should consult with the department about choosing an appropriate sequence of courses.

Highly qualified majors are invited to apply in the spring semester of their junior year to the honors program in philosophy. Candidates must have an overall grade-point average of at least 3.0 and a grade-point average in philosophy courses of at least 3.3. Graduation with honors in philosophy requires successful completion of Honors I and II in the fall and spring semesters, respectively, of their senior year. The credits earned in these two courses do not count toward the thirty-six credits required of all majors.

Group I—Introduction to Philosophy

111. Basic Problems of Philosophy. (4) An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, persons, God, mind, and matter.

Group II—Logic

121. Logic. (4) An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

221. Symbolic Logic. (4) Basic concepts and techniques of first-order logic; applications of first-order logic to arguments expressed in English; some discussion of such topics as the unsolvability of the decision problem for first-order logic, the completeness of first-order logic, and Gödel's incompleteness theorem.

Group III—Classical Ancient Philosophy

231. Beginnings of the Modern World-View. (4) A study of the transition from ancient views of the world to the perspective of modern science, with focus on the works of the Presocratic philosophers, Plato, and Aristotle. (Also offered as History 301 and Natural Sciences 301.)

232. Ancient and Medieval Philosophy. (4) A study of philosophical problems such as the nature of faith, reason, universals, and God in the thought of Plato, Aristotle, Augustine, Abelard, Anselm, Aquinas, and Ockham. P—Philosophy 111.

331. Plato. (4) A detailed analysis of selected dialogues, covering Plato's most important contributions to moral and political philosophy, theory of knowledge, metaphysics, and theology. P—One 200-level course in philosophy or permission of instructor.

332. Aristotle. (4) A study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P—One 200-level course in philosophy or permission of instructor.

Group IV—Classical Modern Philosophy

241. Modern Philosophy. (4) A survey of major philosophers from Descartes to Nietzsche. P—Philosophy 111.

242. The Mechanistic View of Nature. (4) An examination of the philosophical and scientific roots, in Descartes, Newton, and Leibniz, of the belief that the universe and human beings are "machines" subject to deterministic natural laws, and the relevance to this issue of modern scientific ideas. (Also offered as History 302, Interdisciplinary Honors 252, and Natural Sciences 302.)

341. Kant. (4) A detailed study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, religion, and aesthetics. P—One 200-level course in philosophy or permission of instructor.

Group V—Other History

251. American Philosophy. (4) A study exploring the philosophies of Jonathan Edwards, Ralph Waldo Emerson, C.S. Peirce, William James, John Dewey, and others, examining their views on logic, experience, science, reality, nature, art, education, and God. P—Philosophy 111.

252. Contemporary Philosophy. (4) A study of the principal works of several representative twentieth-century philosophers. P—Philosophy 111.

253. Main Streams of Chinese Philosophy and Religion. (4) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. (Also offered as Religion 380.)

351. Early German Idealism. (4) An examination of the development of post-Kantian idealism through the works of Fichte, Schelling, and Schleiermacher, with particular emphasis on their efforts to address the challenge of critical philosophy. P—One 200-level course in philosophy or permission of instructor.

352. Hegel, Kierkegaard, and Nietzsche. (4) An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Nietzsche, especially as they relate to each other in terms of influence, development, and opposition. P—One 200-level course in philosophy or permission of instructor.

353. Heidegger. (4) An examination of the structure and development of Heidegger's philosophy from the ontological analysis in *Being and Time* to his later work in the philosophy of language and poetry. P—One 200-level course in philosophy or permission of instructor.

354. Wittgenstein. (4) The work of Ludwig Wittgenstein on several central philosophical problems studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, skepticism, private languages, thinking, feeling, the mystical, and the ethical. P—One 200-level course in philosophy or permission of instructor.

Group VI—Topics in Philosophy

161. Medical Ethics. (4) A study of moral problems in the practice of medicine, including informed consent, experimentation on human subjects, truth-telling, confidentiality, abortion, and the allocation of scarce medical resources.

162. Ethics and Public Policy. (4) A critical examination of the ethical foundations of public policy issues. Topics may include: euthanasia, censorship, racial and gender equality, drugs, sexual conduct, and crime.

261. Ethics. (4) A critical study of selected problems and representative works in ethical theory. P—Philosophy 111.

262. Philosophy of Law. (4) A philosophical inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P—Philosophy 111.

361. Topics in Ethics. (2-4) P—One 200-level course in philosophy or permission of instructor.

362. Social and Political Philosophy. (4) A systematic examination of selected social and political philosophers of different traditions, with concentration on Plato, Marx, Rawls, and Nozick. Topics include rights, justice, equality, private property, the state, the common good, and the relation of individuals to society. P—One 200-level course in philosophy or permission of instructor.

171. Space and Time in Fact and Fiction. (4) Are space and time fundamentally different? Are they properties of the physical world or of minds only? Are they finite or infinite in extension and duration? Other questions cover problems and paradoxes in the concept of space and in the concept of time travel.

371. Philosophy of Art. (4) A critical examination of several philosophies of art, with emphasis upon the application of these theories to particular works of art. P—One 200-level course in philosophy or permission of instructor.

372. Philosophy of Religion. (4) An analysis of the logic of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P—One 200-level course in philosophy or permission of instructor.

373. Philosophy of Science. (4) A systematic and critical examination of major views concerning the methods of scientific inquiry, and the bases, goals, and implications of the scientific conclusions which result from such inquiry. P—One 200-level course in philosophy or permission of instructor.

374. Philosophy of Mind. (4) A selection from the following topics: the mind-body problem; personal identity; the unity of consciousness; minds and machines; the nature of experience; action, intention, and the will. Readings from classical and contemporary sources. P—One 200-level course in philosophy or permission of instructor.

375. Philosophy of Language. (4) A study of such philosophical issues about language as truth and meaning, reference and description, proper names, indexicals, modality, tense, the semantical paradoxes, and the differences between languages and other sorts of sign-systems. P—One 200-level course in philosophy or permission of instructor. (Also listed as Linguistics 375.)

381. Topics in Epistemology. (4) The sources, scope and structure of human knowledge. Topics include: skepticism; perception, memory, and reason; the definition of knowledge; the nature of justification; theories of truth. P—One 200-level course in philosophy or permission of instructor.

382. Topics in Metaphysics. (4) P—One 200-level course in philosophy or permission of instructor.

Group VII—Honors and Independent Study

385. Seminar. (2-4) Offered by members of the faculty on specialized topics of their choice. With permission, may be repeated for credit. P—Permission of instructor.

391. Honors I. (2) Directed study and research in preparation for writing a major paper. Must be taken in the fall semester of the senior year. P—Admission to the honors program in philosophy.

392. Honors II. (2) Completion of the project begun in Philosophy 391. Requires defense of the paper in an oral examination conducted by at least two members of the department. Taken in the spring semester of the senior year. P—Philosophy 391.

395. Independent Study. (2-4)

Physics

Howard W. Shields, Chair

Reynolds Professor Richard T. Williams

Professors George M. Holzwarth, Natalie A. W. Holzwarth, William C. Kerr,

George Eric Matthews, Howard W. Shields, George P. Williams Jr.

Associate Professors Paul R. Anderson, Keith D. Bonin

Assistant Professors Eric D. Carlson, Daniel B. Kim-Shapiro

Adjunct Professors Monroe J. Cowan, George B. Cvijanovich

Adjunct Associate Professor Frederic H. Fahey

Adjunct Assistant Professors John D. Bourland, Peter Santago

The program for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a bachelor of arts or a bachelor of science degree. The BA degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines, such as medicine, law, and business. The BS degree is designed for students planning careers in physics.

The BA degree in physics requires thirty-two credits in physics and must include the following courses: 113, 114, 141, 162, 165, 166, and 230. The remaining eight credits may be satisfied with any other 300-level courses in the department. Mathematics 251 also is required. Depending on what other physics courses the student takes, additional mathematics courses may be required; e.g., Mathematics 301 is a prerequisite for Physics 339. The bachelor of science degree in physics requires forty-seven credits in physics and must include the following courses: 113, 114, 141, 162, 165, 166, 230, 301, 302, 343, 344, 346, 337, 339, 340, and 351. The remaining credits may be satisfied with any other 300-level course in the department. In addition, Mathematics 251, 301, 302, and 304 are required; Mathematics 303 and Computer Science 111 are strongly recommended.

A typical schedule for the first two years:

First Year

Basic and divisional requirements
Physics 113, 114
Mathematics 111, 112
Foreign language

Sophomore

Basic and divisional requirements
Physics 141, 162, 165, 166
Mathematics 251, 302, 304

If this sequence is followed, the physics major may be completed with considerable flexibility in exercising various options, such as the five year BA/MS program. This saves time, and the outstanding student may qualify for a tuition scholarship in the senior year of the five-year program. A candidate for the 3-2 engineering program would also complete three years of the BS physics major program prior to transfer. (Consult the chair of the department for additional information on these five-year programs.)

A minor in physics requires twenty-two credits, which must include the courses 113, 114, 141, and 162. A minor in astrophysics requires twenty-two credits and consists of the courses 113, 114, 141, 310, and 312. Students interested in either minor should so advise

the faculty member responsible for advising physics majors (inquire in Olin Physical Laboratory Room 100).

If physics is not taken in the first year, the degree requirements in physics may still be completed by the end of the senior year if a beginning course is taken in the sophomore year. No student may be a candidate for a degree with a major in physics with a grade less than C in *General Physics* without special permission of the department.

Physics courses satisfying Division II requirements must be taken at Wake Forest.

Satisfactory completion of the laboratory work is required for a passing grade in all courses with a laboratory.

Highly qualified majors are invited by the department to apply for admission to the honors program in physics through the major adviser. To be graduated with the designation "Honors in Physics," students must pass Physics 381, write a paper on the results of the research in that course, pass an oral exam on the research and related topics given by a committee of three physics faculty members, and obtain a GPA of 3.5 in physics and 3.0 overall.

105. Descriptive Astronomy. (4) An introductory study of the universe, from the solar system to the galaxies. No lab. Does not satisfy Division II requirements.

109. Astronomy. (5) An introductory study of the universe consisting of descriptive astronomy, the historical development of astronomical theories, and astrophysics. Knowledge of basic algebra and trigonometry is required. Lab—two hours.

110. Introductory Physics. (5) A conceptual, non-calculus one-semester survey of the essentials of physics, including mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics. Not recommended for premedical, mathematics or science students. Credit not allowed for both 110 and 113. Lab—two hours.

113, 114. General Physics. (5,5) Essentials of mechanics, wave motion, heat, sound, electricity, magnetism, optics, and modern physics treated with some use of calculus. Recommended for science, mathematics, and premedical students. C—Mathematics 111 or equivalent. P—113 is prerequisite for 114. Lab—two hours.

120. Physics and Chemistry of the Environment. (5) The course coheres the basic physical and chemical processes in the earth's atmosphere, biosphere and the oceans. It consists of two parts: 1) chemical processes in the environment such as element cycles and the chemistry of the pollutants in air and water and, 2) physical aspects of the environment such as solar energy and the atmosphere, and the physics of weather and climate. Lab—three hours. P—Chemistry 111 or Physics 113. (Also listed as Environmental Studies 225.)

141. Elementary Modern Physics. (4) The development of twentieth century physics and an introduction to quantum ideas. P—Physics 114 and Mathematics 111. C—Physics 165.

162. Mechanics. (4) A study of the equations of motion describing several kinds of physical systems: velocity-dependent forces; damped and forced simple harmonic motion; orbital motion; inertial and non-inertial reference frames; and relativistic mechanics. The course includes extensive use of computers. P—Physics 113 and Mathematics 111 or equivalent.

165, 166. Intermediate Laboratory. (1,1) Experiments on mechanics, modern physics, electronics, and computer simulations. C—Physics 141 (for Physics 165); Physics 162 (for Physics 166). P—Physics 165 (for Physics 166).

230. Electronics. (4) Introduction to the theory and application of transistors and electronic circuits. Lab—three hours. P—Physics 114.

301, 302. Physics Seminar. (0,0) Discussion of contemporary research, usually with visiting scientists. Attendance required of junior and senior physics majors.

303. Biophysics. (4) An introduction to the structure, dynamic behavior, and function of DNA and proteins, and a survey of membrane biophysics. The physical principles of structure determination by X-ray, NMR, and optical methods will be emphasized. P—Physics 113, 114 as well as Biology 112 or 214 or permission of instructor.

304. Physics of Medical Imaging. (4) Physical principles of x-ray computed tomography (CT), positron emission tomography (PET), single-photon emission computed tomography (SPECT), magnetic resonance imaging (MRI), and ultrasonic imaging. P—Physics 113, 114 as well as Math 111-112 or permission of instructor.

310. Extragalactic Astronomy and Cosmology. (4) Topics covered include galactic structure, models for galaxies and galaxy formation, the large scale structure of the universe, the big bang model of the universe, physical processes such as nucleosynthesis in the early universe, and observational cosmology. P—Physics 114, 141.

312. Introduction to Stellar Astronomy. (4) The physics of stellar atmospheres and interiors. Topics covered will include radiation transfer, absorption and emission of radiation, formation of spectra, models for stellar interiors, nuclear fusion reactions, and stellar evolution. Methods of measuring distances to stars and interpretation of stellar spectra also will be included. P—Physics 114, 141, Mathematics 301.

320. The Physics of Macromolecules. (4) The physics of polymers, especially proteins and nucleic acids, including the molecular basis for their secondary and tertiary structure. P—Physics 351 or Chemistry 341 or Biology 371.

330. Data Acquisition and Analysis. (4) Advanced treatment of computer interfacing, signal processing methods, non-ideal integrated circuit behavior, and data reduction and fitting procedures. P—Physics 130, 230.

337. Analytical Mechanics. (2) The Lagrangian and Hamiltonian formulations of mechanics with applications. This course is taught in the first half of the fall semester. P—Physics 162, Mathematics 251.

339, 340, 342. Electricity and Magnetism. (2,2,2) Electrostatics, magnetostatics, dielectric and magnetic materials, Maxwell's equations and applications to radiation, relativistic formulation. The first half course is taught in the second half of the fall semester, following Physics 337. The other two are taught in the first and second halves of the spring semester. These should be taken in sequence. P—Physics 114, Mathematics 251 and 301.

343, 344. Quantum Physics. (4,4) Application of the elementary principles of quantum mechanics to atomic, molecular, solid state, and nuclear physics. P—Physics 141 and Mathematics 251.

346. Advanced Physics Laboratory. (1) Lab—three hours. P—Physics 166 and Physics 343.

351. Thermodynamics and Statistical Mechanics. (4) Introduction to classical and statistical thermodynamics and distribution functions.

352. Physical Optics and Optical Design. (5) Interaction of light with materials; diffraction and coherent optics; ray trace methods of optical design. Lab—three hours.

354. Introduction to Solid State Physics. (4) A survey of the structure, composition, physical properties, and technological applications of condensed matter. P—Physics 343.

381, 382. Research. (2-4, 2-4) Library, conference, computation and laboratory work performed on an individual basis.

Politics

Kathy B. Smith, Chair

Professors David B. Broyles, Jack D. Fleer, Charles H. Kennedy,

Richard D. Sears, Kathy B. Smith

Associate Professors Katy J. Harriger, Wei-chin Lee,

David P. Weinstein, Helga A. Welsh

Assistant Professor Peter M. Siavelis

Visiting Professor Jerry Pubantz

Visiting Associate Professor Yomi Durotoye

Visiting Assistant Professor John J. Dinan

In its broadest conception, the aim of the study of politics is to understand the way in which policy for a society is formulated and executed and to understand the moral standards by which policy is or ought to be set. This center of interest is often described alternatively as the study of power, of government, of the state, or of human relations in their political context. For teaching purposes, the study of politics has been divided by the department into the following fields: (1) American politics, (2) comparative politics, (3) political philosophy, and (4) international politics. Introductory courses in these fields provide broad and flexible approaches to studying political life.

The major in politics consists of thirty-six credits, at least two-thirds of which must be completed at Wake Forest University. The courses must include the following: (a) at least one non-seminar course in each of the four fields of politics listed above; (b) at least one politics seminar course (290s). No more than eight credits may be taken toward the major from introductory courses (100-level courses). Majors may not take the introductory courses during their senior year. No more than four credits for any one or any

combination of the following courses may be counted toward the major: Politics 287, 288, or 289. Transfer credits toward the major will be awarded on an individual case-by-case basis at the discretion of the chairperson. A minimum grade point average of 2.0 in all courses completed in Politics at Wake Forest is required for graduation with the minor.

To be graduated with the designation “Honors in Politics,” a candidate must have a 3.2 overall GPA and a 3.5 Politics GPA. In addition, the candidate’s seminar paper upon the completion of Politics 291, 292, 293, or 294 must be accepted by the department honors committee. The candidate is required to take Politics 285, which may not be counted toward the 36-credit requirement for the major. For additional information department faculty members should be consulted.

Politics majors who minor in Latin American Studies also have the opportunity to pursue a Five-Year Cooperative BA/MA Degree Program at Georgetown University in Washington, DC. See pages 67 and 148 for details.

The minor in Politics consists of twenty credits. No more than eight credits may be taken toward the minor from introductory courses (100-level courses). No more than four credits for any one or any combination of the following courses may be counted toward the minor: Politics 287, 288, or 289. Sixteen of the credits must be taken at Wake Forest. Transfer credits toward the minor will be awarded on an individual case-by-case basis at the discretion of the chairperson. A minimum grade point average of 2.0 in all courses completed in Politics at Wake Forest is required for graduation with the minor.

A student who selects politics to fulfill the Division IV requirement must take one of the following courses: Politics 113, 114, 115, or 116. Students who are not majors in politics may take upper-level courses as electives without having had lower-level courses, unless a prerequisite is specified.

American Politics

113. American Government and Politics. (4) The nature of politics, political principles, and political institutions, with emphasis on their application to the United States.

210. Major Topics in Public Policy. (2,3, or 4) A study of major policies on the current public agenda in the United States, including consideration of alternative policy responses and the politics which surround them. Possible topics include the politics of poverty and welfare, medical care, education, crime, and energy. Credit varies with the number of topics studied.

211. Political Parties and Voting Behavior. (4) An examination of party competition, party organizations, the electorate and electoral activities of parties, and the responsibilities of parties for governing.

213. Public Administration. (4) Introduction to the study of public administration emphasizing policymaking in government agencies.

215. Citizen and Community. (4) An examination of the role and responsibilities of citizens in democratic policymaking. Includes discussion of democratic theory, emphasis

on a policy issue of national importance (i.e. poverty, crime, environment), and involvement of students in projects that examine the dimension of the issue in their community. P—Permission of instructor.

217. Politics and the Mass Media. (4) Exploration of the relationship between the political system and the mass media. Two broad concerns will be the regulation of the mass media and the impact of media on political processes and events.

218. Congress and Policymaking. (4) An examination of the composition, authority structures, external influences, and procedures of Congress with emphasis on their implications for policymaking in the United States.

219. Fundamentals of Public Policy Analysis. (4) Fundamentals of public policy analysis with emphasis on techniques of decision-making such as cost benefit analysis and utility analysis. Each student will participate in a major collective research project centered on a local issue.

220. The American Presidency. (4) Emphasis on the office and the role; contributions by contemporary presidents considered in perspective.

222. Urban Politics. (4) Political structures and processes in American cities and suburbs as they relate to the social, economic, and political problems of the metropolis.

223. Blacks in American Politics. (4) A survey of selected topics, including black political participation, political organizations, political leadership, and political issues. It will also show the relationship of these phenomena to American political institutions and processes as a whole.

225. American Constitutional Law: Separation of Powers and the Federal System. (4) An analysis of Supreme Court decisions affecting the three branches of the national government and federal/state relations. Not open to first-year students.

226. American Constitutional Law: Civil Liberties. (4) Judicial interpretations of First Amendment freedoms, racial equality, and the rights of the criminally accused. Not open to first-year students.

227. Politics, Law, and Courts. (4) Analysis of the nature and role of law in American society and the structure and procedure of American courts. Questions of judicial organization, personnel, and decision-making, as well as the impact of law and court decisions on the social order, are explored at local, state, and national levels.

229. Women and Politics. (4) The course will examine classical and contemporary arguments regarding the participation of women in politics as well as current policy issues and changes in women's political participation.

Comparative Politics

114. Comparative Government and Politics. (4) An analysis of political institutions, processes, and policy issues in selected countries. Case studies will be drawn from Africa, Asia, Europe, and Latin America.

231. Western European Politics. (4) Comparative analysis of political institutions, processes, and policy issues in selected West European countries. Special attention will be given to case studies involving Great Britain, France, Germany, Italy and to the process of European integration.

232. Politics in Russia and Eastern Europe. (4) Analysis of the political, economic, and social patterns of the region emphasizing the internal dynamics of the political and economic transition processes currently underway.

233. The Politics of Modern Germany. (4) A study of the historical legacy, the political behavior, and governmental institutions of contemporary Germany (newly unified Germany).

236. Government and Politics in Latin America. (4) Comparative analysis of the institutions and processes of politics in the Latin American region.

237. Comparative Public Policy in Selected Industrialized Democracies. (4) An analysis of public policy choices involving such matters as health care, education, environment, and immigration in Western Europe and the United States.

238. Comparative Economic Development and Political Change. (4) An overview of the relationship between economic development, socio-structural change, and politics since the creation of the international capitalist system in the sixteenth century. The course is organized around case studies of what we now recognize as industrialized democracies, evolving Communist systems and command economies, and "Third World" countries.

242. Topics in Comparative Politics. (4) An intensive study of one or more major problems in contemporary comparative politics.

244. Politics and Literature. (2,3, or 4) An examination of how literature can extend our knowledge of politics and political systems. The course considers the insights of selected novelists, such as Alexander Solzhenitsyn, Heinrich Böll, Robert Penn Warren, George Orwell, and Gabriel Garcia Marquez.

245. Ethnonationalism. (4) This course is concerned with the role of ethnicity in world politics. It focuses on both theoretical and substantive issues relating to: (a) the nature of ethnicity and ethnic group identity; (b) the sources of ethnic conflict; (c) the politics of ethnic conflict; (d) the policy management of ethnic conflict; and (e) international intervention in ethnic conflict.

246. Politics and Policies in South Asia. (4) A survey of major issues relevant to politics and policy in India, Pakistan, Bangladesh, and Sri Lanka.

247. Islam and Politics. (4) The course explores the interrelationship of Islam and politics in the contemporary world. The course has two main foci. The first deals with Islam as a political ideology which shapes the structure of political institutions and behavior. The second looks at Islam in practice by examining the interaction between Islam and the political systems of Iran, Pakistan, Saudi Arabia and others.

248. Government and Politics of China. (4) A survey of the political institutions and processes in China (People's Republic of China and Republic of China). Emphasis on group conflict, elites, ideology, as well as current policy changes in the process of modernization.

249. Government and Politics of Japan. (4) A survey of the political institutions and processes in Japan. Attention also is given to the relationship between politics and economics.

International Politics

116. International Politics. (4) A survey of the forces which shape relations among states and some of the major problems of contemporary international politics.

250. Global Crises. (4) An introductory survey of the major current issues in international affairs. Students learn how to effectively read and criticize materials and present critiques in oral and written fashion.

251. The Foreign Policy of Decline: Britain since 1945. (4) The course will study the efforts of Great Britain to maintain its status as a world power after 1945 and then, when it recognized that this was not possible, to find, or adjust to, a new role in the international system. Both theories of international politics and historical analysis will be employed in seeking to understand the policies which were adopted and rejected.

252. Topics in International Politics. (4) An intensive study of one or more major problems of contemporary international politics.

253. International Political Economy. (4) Analyzes major issues in the global political economy including theoretical approaches to understanding the tension between politics and economics, monetary and trade policy, North-South relations, environmentalism, human rights and democratization.

254. American Foreign Policy: Contemporary Problems. (4) A critical examination of different methods of studying American foreign policy and of selected policies followed by the United States since the early 1960s.

256. Nuclear Weapons and National Security. (2 or 4) An analysis of the strategic, political, and moral implications of nuclear weapons as instruments of national policy. Both American and Soviet perspectives will be considered and special attention will be given to contemporary debates over the possession and control of nuclear weapons.

258. U.S. National Security Policymaking. (4) A critical analysis of how U.S. national security policy is made with particular emphasis on the period 1960 to present.

259. The Arab-Israeli Conflict. (4) An analysis of factors influencing the relationship between Israel and its neighbors relative to fundamental aspects of United States, Israeli, Palestinian, and Arab states policies.

260. East Asian International Relations. (4) An analytical survey of the bilateral and multilateral political relations of the East Asian states, with particular emphasis on the security relations and economic interactions.

261. International Law and Organizations. (4) Examination of the theoretical and substantive problems relating to the development and functioning of international law and international organizations and their contributions to international politics. Topics such as the United Nations system, human rights, and the law of the sea will be considered.

267. America in Vietnam: Myth and Reality. (4) An analysis of American policy towards Vietnam with special emphasis on the period of 1954-75. The focus will be on the relationship between American policies and the problems posed by Vietnamese and American cultures.

Political Philosophy

115. Political Philosophy. (4) A survey of major systematic statements of the rules and principles of political life. Representative writers are Tocqueville, Dahl, and Aristotle.

270. Ethics and Politics. (4) A seminar on ethical reasoning and politics. Representative philosophers include Hume, Kant, Mill, Moore, Ayer, Hare and MacIntyre.

271. Plato, Aristotle, and Classical Political Philosophy. (4) An examination of the nature and goals of the classical position, with attention to its origins in ancient Athens and its diffusion through Rome. Representative writers are Plato, Aristotle, and Cicero.

273. Marx, Marxism and the Aftermath of Marxism. (4) An examination of Marx's indebtedness to Hegel, his early humanistic writings, and the vicissitudes of 20th century vulgar Marxism and neo-Marxism in the works of Lenin, Lukacs, Korsch, Horkheimer, Marcuse and Sartre.

274. Noble Greeks and Romans. (4) The good man and the good citizen as comprehended in classical political philosophy. Representative writers are Aristotle, Plutarch, Aquinas, Shakespeare.

275. American Political Philosophy. (4) Critical examination of the nature of the American polity as expressed by its founders and leading statesmen. Representative writers are the Federalists, Lincoln, modern political scientists, and radical critics.

278. Modern Political Philosophy. (4) Political thought from Machiavelli to the present, including such topics as moral and natural rights, positive and negative freedom, social contract theory, alienation, and citizenship. Select writings, for example, Machiavelli, Locke, Rousseau, Mill, Marx and Rawls.

279. Varieties of Philosophical Liberalism. (4) A study of varieties of 20th century philosophical liberalism such as libertarianism, utilitarianism, liberal utilitarianism, Rawlsian liberalism and communitarianism, with special focus on rival conceptions of freedom and on utilitarianism and its critics.

Honors and Additional Courses

280. Political Science Methods. (4) An overview of the methods currently prominent in studying politics. Special attention will be given to the relationships between theory, method, and findings by focusing on the need to make empirical observation systematic.

285. Honors Study. (2) Directed study toward completion of the project begun in seminar courses (291, 292, 293, or 294) and oral defense of the paper. Taken in the spring semester of the senior year by all candidates for departmental honors. P—Politics 291, 292, 293, or 294.

287. Individual Study. (2,3, or 4) Intensive research leading to the completion of an analytical paper conducted under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.

288. Directed Reading. (1-4) Concentrated reading in an area of study not otherwise available. Students are responsible for initiating the project and securing the permission of an appropriate instructor. P—Permission of instructor.

289. Internship in Politics. (2,3, or 4) Field work in a public or private setting with related readings and an analytical paper under the direction of a faculty member. Students are responsible for initiating the project and securing the permission of an appropriate instructor. Normally one course in an appropriate subfield will have been taken prior to the internship. P—Permission of instructor.

Seminars

291. Seminar in American Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

292. Seminar in Comparative Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

293. Seminar in International Politics. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

294. Seminar in Political Philosophy. (4) Readings, research, and independent study on selected topics. P—Permission of instructor.

Psychology

Deborah L. Best, Chair

Wake Forest Professors Deborah L. Best, Mark R. Leary

Professors Robert C. Beck, Robert H. Dufort, Charles L. Richman

Associate Professors Terry D. Blumenthal, Dale Dagenbach,

Catherine E. Seta, Cecilia H. Solano

Assistant Professors Christy M. Buchanan, William W. Fleeson,

Batja Gomes De Mesquita, James A. Schirillo, Eric R. Stone

Visiting Assistant Professors H. Janey B. Barnes, Marie M. O'Hara,

Mark V. Pezzo, Mary M. Roufail

Adjunct Professors Jay R. Kaplan, W. Jack Rejeski Jr., Frank B. Wood

Adjunct Associate Professors C. Drew Edwards, Carol A. Shively

Adjunct Assistant Professors Phillip G. Batten, Jerry W. Noble,

Marianne A. Schubert, William W. Sloan Jr., Elizabeth H. Taylor

Adjunct Instructor Stephen W. Davis

Psychology 151 is prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology. Psychology 210 or 211, or special permission of the instructor, is prerequisite for all 300-level courses except 313, 335, 344, 357, 359, and 367.

It is recommended that students who are considering psychology as a major take Psychology 151 in their first year and Psychology 211 no later than the fall of their junior year. An average of C or higher in psychology courses is required at the time the major is elected. The major in psychology requires the completion of a minimum of forty credits in psychology, including 151, 211, 212, and 313. In addition, the major student must complete at least one course from each of the following groups: 320, 326, 329, 331, and 333; 341, 351, 355, and 362. No more than forty-eight psychology credits may be counted toward the graduation requirements of 144 credits. No more than four credits of directed study (280) or independent research (282) may be counted toward the 40 credits required for the major; up to a maximum of six credits may be counted with more than 40 credits in the major.

No more than 12 psychology credits may be transferred from other schools and counted toward the major. With the exception of 151, specific courses required for the major must be taken at Wake Forest University. The guidelines regarding transfer may be modified in rare and special circumstances at the discretion of the psychology department Chair.

The minor in psychology requires twenty credits in psychology including: 151; 210 or 211; at least two of the following courses, at least one of which must be at the 300-level—241, 245, 255, 260, 268, 320, 323, 326, 329, 331, 333, and 362.

A minimum grade average of C on all courses attempted in psychology is required for graduation with either a major or minor in psychology.

Highly qualified majors are invited by the department to participate in the honors program in psychology. To be graduated with the designation "Honors in Psychology," the student must complete satisfactorily a special sequence of courses (381, 383) and pass an oral or written examination. In addition, the honors student normally has a non-credit

research apprenticeship with a faculty member. For more detailed information, members of the departmental faculty should be consulted.

100. Learning to Learn. (2,3, or 4) A workshop designed primarily for first- and second-year students who wish to improve their academic skills through the application of basic principles of learning, memory, organization, etc. Third- and fourth-year students by permission of the instructor only. No prerequisites. Pass/fail only.

102. Exploration of Career Planning. (2,3, or 4) Examination of educational/ vocational planning as a personal process, based on knowledge of self and the work world. No prerequisite.

151. Introductory Psychology. (4) A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number.

210. Methods in Psychological Research. (4) An introduction to statistics and research design for students minoring in psychology. P—Psychology 151 and permission of instructor.

211, 212. Research Methods in Psychology. (5,5) Introduction to the design and statistical analysis of psychological research. Lab—twice weekly. P—Psychology 151 and permission of instructor.

238. Emotion. (4) Survey of theory methods and research in the area of emotion. Developmental, cultural, social-psychological, physiological, personality, and clinical perspectives on emotions are given. P—Psychology 151.

239. Altered States of Consciousness. (4) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P—Psychology 151.

241. Developmental Psychology. (4) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P—Psychology 151.

245. Survey of Abnormal Behavior. (4) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P—Psychology 151.

250. Psychology Abroad. (4) The study of psychology in foreign countries. Content and travel plans vary from year to year depending upon interests of faculty and students. *Usually offered in summer.* P—Psychology 151.

255. Personality. (4) Survey of theory and research on the structure and function of human personality, with attention to the relationship to cognition, emotion, motivation, and behavior. P—Psychology 151.

260. Social Psychology. (4) A survey of the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P—Psychology 151.

265. Human Sexuality. (4) An exploration of the psychological and physiological aspects of human sexuality, with attention to sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P—Psychology 151.

268. Industrial/Organization Psychology. (4) Psychological principles and methods applied to problems commonly encountered in business and industry. P—Psychology 151.

270. Topics in Psychology. (1,2, or 3) The student selects from among a group of short one-credit courses dealing with topics of special interest. The courses meet sequentially, not concurrently, and options are offered in each portion of the semester. P—Psychology 151.

270A *Child Development and Social Policy*

270B *Persuasion and Social Propaganda*

270C *Psychology and the Law*

270E *Emotion*

270F *Social Psychology of Physical Activity*

270H *Intelligence*

270J *Memory*

270N *Liking and Loving Relationships*

270P *Animal Flying Behavior*

270R *The Human Factor: Designing Your Own World*

270S *Primate Cognition*

270U *The Self and Social Behavior*

270W *Judgment and Decision Making*

270X *Psychobiology*

270Y *Women, Health, and Culture*

270Z *Primate Models of Human Disorder*

280. Directed Study. (1-4) Student research performed under faculty supervision. P—Psychology 151 and approval of faculty member prior to registration.

282. Independent Research. (1-4) Independent reading or research conducted under faculty supervision. (P/F grade only.) P—Psychology 151 and approval of faculty member prior to registration.

313. History and Systems of Psychology. (4) The development of psychological thought and research from ancient Greece to the present. P—Two psychology courses beyond 151 or permission of instructor.

320. Physiological Psychology. (4) Neurophysiological and neuroanatomical explanations of behavior. P—Psychology 210 or 211 or permission of instructor.

322. Psychopharmacology. (4) A survey of the influences of a wide range of psychoactive drugs, both legal and illegal, on human physiology, cognition, and behavior. P—Psychology 151.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. This course may count as biology or psychology but not both; choice to be made at registration. P—Psychology or biology major or permission of instructor.

326. Learning Theory and Research. (4) Survey of concepts and research in learning, with particular emphasis on recent developments. P—Psychology 210 or 211.

329. Perception. (4) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste). P—Psychology 210 or 211.

331. Cognition. (4) Current theory and research in cognitive processes. Emphasis on memory, attention, visual and auditory information processing, concept identification/formation, and language. P—Psychology 210 or 211.

333. Motivation of Behavior. (4) Survey of basic motivational concepts and related evidence. P—Psychology 210 or 211.

335. Fundamentals of Human Motivation. (4) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P—Psychology 151.

341. Research in Child Development. (4) Methodological issues and selected research in child development. Research projects required. P—Psychology 210 or 211.

344. Abnormal Psychology. (4) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. *Offered in the summer.* P—Psychology 151.

346. Psychological Disorders of Childhood. (4) Survey of problems including conduct disorders, attention deficits disorders, depression, and autism. Emphasis on causes, prevention, treatment, and the relationships of disorders to normal child development and family life. P—Psychology 245 or 344 or permission of instructor.

351. Personality Research. (4) The application of a variety of research procedures to the study of human personality. Research projects required. P—Psychology 210 or 211.

355. Research in Social Psychology. (4) Methodological issues and selected research in the study of the human as a social animal. Research projects required. P—Psychology 210 or 211.

357. Cross-Cultural Psychology. (4) An examination of differences in psychological processes (e.g., attitudes, perception, mental health, organizational behavior) associated with cultural variation. P—Psychology 151.

359. Psychology of Gender. (4) An exploration of the psychological similarities and differences between human males and females, including consideration of social, cognitive, motivational, biological, and developmental determinants of behavior. P—Psychology 151.

363. Psychological Testing. (4) An overview of the development and nature of psychological tests with applications to school counseling, business, and clinical practice. Students have the opportunity to take a variety of psychological tests. P—Psychology 210 or 211.

363. Survey of Clinical Psychology. (4) An overview of the field of clinical psychology. P—Psychology 245 and senior standing or permission of instructor.

364. Prejudice, Discrimination, and Racism. (4) A comparison of cross-cultural similarities and differences in the initiation, maintenance, and treatment of prejudice, discrimination, and racism, with an emphasis on past and current trends in the United States. P—Psychology 151 or permission of instructor.

367. Effectiveness in Parent/Child Relations. (4) A survey of popular approaches to child-rearing, with examination of the research literature on parent / child interaction and actual training in parental skills. P—Psychology 151.

381. Honors Seminar. (3) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P—Psychology 211 and permission of instructor.

383. Honors Research. (3) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P—Psychology 211 and permission of instructor.

392. Contemporary Problems in Psychology. (4) Seminar treatment of current theory and research in several "frontier" areas of psychology. Principally for senior majors planning to attend graduate school. P—Psychology 211 and senior standing.

Religion

Charles A. Kimball, Chair

Albritton Professor of the Bible Fred L. Horton Jr.

University Professor James A. Martin Jr.

Professors Stephen B. Boyd, John E. Collins, Charles A. Kimball

Adjunct Professor Bill J. Leonard

Visiting Professor E. Frank Tupper

Associate Professors Kenneth G. Hoglund, Alton B. Pollard III

Adjunct Associate Professor Mark Jensen

Assistant Professors Simeon Ilesanmi, Mary F. Foskett

The department offers courses designed to give every student an opportunity to acquire at least an introduction to the field of religion.

A major in religion requires a minimum of thirty-two credits, at least half of which must be in courses above the 100-level.

A minor in religion requires twenty credits, eight of which must be above the 100-level. The required courses may include one pass / fail course if the course is offered on the pass / fail basis only. The department will provide advisers for students electing the minor in religion.

Pre-seminary students should consult with a member of the department faculty in order to make optimal course selections in religion, psychology, history, communication and other disciplines. Thoughtful planning will facilitate admission into the seminary program of their choice.

Highly qualified majors are encouraged to apply for admission to the honors program in religion. To graduate with the designation, "Honors in Religion," a student must apply to the department chair for admission to the honors program, normally by February of the junior year. Upon completion of all the requirements, the candidate may graduate with "Honors in Religion." For additional information, consult any member of the departmental faculty.

101. Introduction to Religion. (4) A study of meaning and value as expressed in religious thought, experience, and practice. Focus varies with instructor.

102. Introduction to the Bible. (4) A study of the forms, settings, contents, and themes of the Old and New Testaments. Focus varies with instructor.

103. Introduction to the Christian Tradition. (4) A study of Christian experience, thought, and practice. Focus varies with instructor.

111. Introduction to the Old Testament. (4) A survey of the Old Testament designed to introduce the student to the history, literature, and religion of the ancient Hebrews.

112. Introduction to the New Testament. (4) A survey of the literature of the New Testament in the context of early Christian history.

151. Religion and Society. (4) A study of religion as a social phenomenon and its relationship to the structures of society — political, economic, and others, with special focus on the contemporary United States. (Also listed as Sociology 301.)

173. Problems of Religious Thought. (4) An introduction to central themes and issues in the history of religious thought, with special emphasis on contemporary developments and world religions.

177. Faith and Imagination. (4) A study of modern writers, including C.S. Lewis and J.R.R. Tolkien, who seek to retell the Christian story in imaginative terms.

218. Seminar in the Mediterranean World. (4) Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria, and Israel.

235. Passion, Mind, and Power. (4) An examination of the relation between emotion, reason, and will in Christian ethical theory, ancient to modern, including feminist.

261. Foundations of Traditional Judaism. (2) A study of rabbinic and medieval Judaism, emphasizing the post-biblical codification of Jewish thought in the Mishnah, Talmud, and midrash.

262. Contemporary Judaism. (2) A survey of Judaism today, including influences of the Enlightenment, Hasidism, Zionism, the Holocaust and feminism.

263. Contemporary Catholicism. (2) An introduction to recent thought and practice in the Roman Catholic Church.

266. Religious Sects and Cults. (4) An examination of certain religious sects in America, including such groups as Jehovah's Witnesses, communal groups, and contemporary movements.

267. The Baptists. (2) A survey of Baptist history, thought, and polity, including an examination of various Baptist groups and a study of important controversies.

270. Theology and Modern Literature. (4) An introduction to such modern theologians as Karl Barth and Reinhold Niebuhr, and to literary figures who share their concerns, including Flannery O'Connor and Walker Percy.

282. Honors in Religion. (4) A conference course including directed reading and the writing of a research project.

285. Seminar in Early Christian Studies. (4) This seminar is designed specially to meet the needs of students earning the interdisciplinary minor in early Christian studies, but is not limited to them. It will explore from various points of view the culture of the Mediterranean world from which Christianity was born and grew: literature and art, history and economics, religions and philosophies. May be repeated for credit. (Also listed as Classical Languages 285.)

286, 287. Directed Reading. (1-4, 1-4) A project in an area of study not otherwise available in the department. P—Permission of instructor.

300. Meaning of Religion. (4) A phenomenological study of different ways of defining religion, including the views of representative philosophers, psychologists, sociologists, anthropologists, theologians, and historians of religion.

301. Myth. (4) A study of the approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.

302. Mysticism. (4) A study of mysticism from a multireligious perspective, with emphasis on the psychological and sociological aspects of the phenomenon.

303. Religion and Science. (4) An examination of the ways in which religion and science have conflicted with, criticized, and complemented one another in the history of Western thought from Galileo to the present.

310. The Prophetic Literature. (4) An examination of the development and theological contents of the literary products of Israel's prophetic movement.

311. The Psalms. (2,4) A study of Hebrew poetry in English translation with special attention to its types, its literary and rhetorical characteristics, and its importance for our understanding of the religion and culture of ancient Israel. (The first half of the course may be taken for two credits and is a prerequisite for the second half.)

312. The Critical Study of the Pentateuch. (4) A study of the five traditional books of Moses (the Torah) and the various lines of analysis that modern Biblical critics have used to interpret their composition and role in the development of Israelite theological thought.

313. Near Eastern Archeology. (4) A survey of twentieth century archeology in the Near East with attention to its importance for Biblical studies.

314. Ancient Israel and Her Neighbors. (2) A study of ancient Near Eastern archeology with special emphasis on Israel's relationships with surrounding peoples.

315, 316. Field Research in Biblical Archeology. (4,4) A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

317. The Wisdom Literature. (4) An examination of the development, literary characteristics and theological contents of the works of ancient Israel's sages.

- 319. Visions of the End: Jewish and Christian Apocalyptic.** (4) Reading and study of Daniel, Revelation, and certain non-Biblical apocalyptic texts.
- 320. Jesus and the Synoptic Gospels.** (4) A study of Jesus' proclamation and activity in light of modern critical research on the Gospels.
- 322. The General Epistles.** (4) An exegetical study of two or more of the general Epistles, with emphasis on the setting of the Epistles in the life of the Early Church.
- 323. The Parables of Jesus.** (4) An examination of the historical, social, cultural and theological significance of the parables of Jesus as recorded in the synoptic gospels.
- 326. Early Christian Theologians: Paul.** (4) An introduction to the Pauline interpretation of Christianity and its place in the life of the Early Church.
- 327. Early Christian Theologians: The Fourth Evangelist.** (4) An examination of the Johannine interpretation of Jesus and the Christian faith.
- 328. The New Testament and Ethics.** (4) A study of selected ethical issues in the New Testament within the context of Mediterranean culture.
- 329. New Testament and Theology.** (4) A consideration of the implications of the critical study of the New Testament for theology.
- 330. Comparative Religious Ethics.** (4) A comparative study of the moral values and socio-ethical positions in the major religious traditions of the world, with particular focus on their various methods of reasoning and sources of authority.
- 331. Christian Ethics and Social Justice.** (4) An inquiry from a Christian perspective into different theoretical and practical responses to issues of justice in society.
- 335. Christian Ethics and the Problem of War.** (4) An examination of the causes and characteristics of war, various Christian responses to it, and approaches to peacemaking, with attention to selected contemporary issues.
- 337. The Authority of Scripture for Ethics.** (4) An examination of theological questions resulting from the claim that the biblical canon has primary authority among the sources of Christian ethics.
- 339. Religion, Society and Power in Africa.** (4) An interdisciplinary study of the growth and transformations of Africa's major religious traditions (Christianity, Islam, and the indigenous religions), and of their relations with secular social changes.
- 340. Men's Studies and Religion.** (4) An examination of how masculine sex-role expectations and male experiences have both shaped religious ideas, symbols, rituals, institutions, and forms of spirituality and been shaped by them. Attention will be given to the ways in which race, class, and sexual orientation affect those dynamics.
- 341. Civil Rights and Black Consciousness Movements.** (4) A social and religious history of the African-American struggle for citizenship rights and freedom from World War II to the present. (Also listed as History 376.)

342. Religion, Culture, and Modernity. (4) An inquiry into the origins and development of modernity as idea and ideology, with special emphasis on its significance for non-Western social and religious movements.

343. The City as Symbol. (4) A study of the city, past and present, as a unique repository and symbol of human values and aspirations.

345. The African-American Religious Experience. (4) An exploration of the religious dimensions of African-American life from its African antecedents to contemporary figures and movements.

347. The Emerging Church in the Two-Thirds World. (4) An investigation of contemporary Christian communities in Africa, Asia, the Caribbean, and Latin America with special attention to theological, political, and economic activities.

348. Struggles for Freedom in Southern Africa and the United States. (4) Comparison of the liberatory movements in Southern Africa and the United States during the twentieth century. (Also listed as History 378.)

350. Psychology of Religion. (4) An examination of the psychological elements in the origin, development, and expression of religious experience.

354. Religious Development of the Individual. (4) A study of growth and development through childhood and adolescence to adulthood, with emphasis on the role of the home and the church in religious education.

355. Theology of Pastoral Care and Counseling. (4) A study of the relationship between theology and the purpose, theories, and methods of pastoral care.

358. Twentieth Century Christian Theologians. (4) A study of the major exponents of the Catholic, Protestant, and Orthodox traditions.

360. World Religions. (4) An examination of the ideas and practices of major religious traditions in their historical and cultural context. Focus varies with instructor.

361. Buddhism. (4) An advanced study of the Buddhist tradition and its impact on the culture of Asia. Permission of instructor required.

362. Islam. (4) An examination of the origins and development of Islam. Particular attention is given to the formation of Islamic faith and practice, as well as contemporary manifestations of Islam in Asia, Africa, and North America.

364. Conceptions of the Afterlife. (4) An examination of the variety of answers given to the question: "What happens after death?" Particular attention is given to the views of Jews, Christians, Muslims, Hindus and Buddhists and the ways their views relate to life in this world.

365. History of Religions in America. (4) A study of American religions from colonial times until the present.

- 366. Gender and Religion.** (4) An examination of the historical and contemporary interaction between religion and sex roles, sexism, and sexuality.
- 367. The Mystics of the Church.** (4) A historical study of the lives and thought of selected Christian mystics with special attention to their religious experience.
- 368. The Protestant and Catholic Reformations.** (4) A study of the origin and development of Reformation theology and ecclesiology.
- 369. Radical Christian Movements.** (4) A study of selected radical movements in the Christian tradition and their relation to contemporary issues.
- 370. Women and Christianity.** (4) A study of the roles and contributions of women within the Christian tradition throughout history and an analysis of the mechanisms of their oppression.
- 371. Sexuality and Christian Thought.** (4) A survey of theological responses to human sexuality with special emphasis on contemporary issues.
- 372. History of Christian Thought.** (2,4) A study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times. The course may be divided into halves for two credits each.
- 372 (a) *Patristic Thought*
372 (b) *Medieval and Reformation Thought*
- 373. Cinema and the Sacred.** (4) An investigation of select theological and religious themes in contemporary film.
- 374. Contemporary Christian Thought.** (4) An examination of the major issues and personalities in modern theology.
- 375. Major Themes in Catholic Theology.** (4) A detailed examination of the central themes of Christian theology through the study of major Roman Catholic theologians.
- 376. Christian Literary Classics.** (4) A study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.
- 377. The Problem of Evil from Job to Shakespeare.** (4) A comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.
- 378. Aesthetics and Religion.** (4) An examination of aesthetic and religious theories of selected thinkers, noting what the arts and religion have in common as modes of perception and expression.
- 380. The Main Streams of Chinese Philosophy and Religion.** (4) An introduction to the most important traditions in Chinese philosophy and religion: Confucianism, Daoism (Taoism), and Chinese Buddhism or Chinese Chan (Zen) Buddhism. (Also listed as Philosophy 253.)

Near Eastern Languages and Literature

111, 112. Elementary Hebrew. (4,4) A course for beginners in the classical Hebrew of the Bible, with emphasis on the principles of Hebrew grammar and the reading of Biblical texts. Both semesters must be completed.

117. Akkadian I. (4) An analysis of the phonology, morphology, and syntax of the East Semitic languages of the ancient Near East as they relate to the larger family of semitic languages. *Offered on demand.*

118. Akkadian II. (4) A continuation of Akkadian 117 with further emphasis on building expertise in vocabulary and syntax through the reading of texts from the Middle Babylonian period. *On demand.*

153. Intermediate Hebrew. (4) Intensive work in Hebrew grammar and syntax based upon the readings of selected texts. Readings emphasize post-Biblical Hebrew. P—Hebrew 111, 112, or the equivalent.

211. Hebrew Literature. (4) The reading and discussion of significant Biblical Hebrew texts. P—Hebrew 153.

212. Hebrew Literature II. (4) The reading and discussion of significant Biblical and post-Biblical texts. *On demand.* P—Hebrew 153.

301. Introduction to Semitic Languages. (4) A study of the history and structure of four languages from the Hamito-Semitic family.



Romance Languages

Candelas S. Gala, Chair

Wake Forest Professor Kathleen M. Glenn

Professors Candelas S. Gala, Milorad Margitić, Antonio C. Vitti, Byron R. Wells

Associate Professors Jane W. Albrecht, Sarah E. Barbour, Mary L. Friedman,

Judy K. Kem, Stephen Murphy, M. Stanley Whitley

Assistant Professors Victoria E. Campos, Constance L. Dickey, Luis González,

Linda S. Howe, Soledad Miguel-Prendes, María Teresa Sanhueza

Visiting Assistant Professors Genevieve J. Brock, Enrico Cesaretti,

François Dragacci-Paulsen, Anne W. Gilfoil, Kendall B. Tarte

Instructors Rebekah L. Morris, Kristen H. Nickel, Salvador Antón Pujol,

Catherine Rodgers, Nelson J. Sánchez, Jennifer Sault (Spring),

Christine E. Swain, Anna-Vera Sullam (Venice), Alicia Vitti (Fall)

Adjunct Jenny Puckett

The major in French literature requires a minimum of thirty-six credits above French 213. French 215, 216, 217, 219, and 220 or their equivalents are required, as are three additional literature courses. The major in French language and culture requires a minimum of thirty-six credits above French 213. French 219, 220, 222, and either 323 or 324, or their equivalents are required, as are two of the following courses: 229, 221, and either 323, or 324; students also must complete two of the three survey courses: 215, 216, 217. History 321 and 322 are recommended. An average of at least a C must be earned in all courses taken in the major.

The minor in French language and culture requires twenty credits in French above French 213. It includes French 219, 220, and either 323 or 324, or their equivalents. The minor in French literature requires twenty credits in French literature above French 213.

The major in Spanish requires a minimum of thirty-six credits above Spanish 213. Spanish 217, 218, 219, 220, 223, 224, or their equivalents, plus one additional advanced course in Spanish literature and one in Spanish-American literature are required. Spanish 181, 182, and 187 may not count toward the major. An average of at least C must be earned in all courses taken in the major.

The minor in Spanish language and culture requires twenty credits in Spanish above Spanish 213. It includes 217 or 218, 219, 220, 223 or 224, and one four-credit elective. With departmental approval, equivalent courses may be selected from the programs in Salamanca, Bogotá, or Burgos, and certain other substitutions may be made.

Certificate in Spanish for Business. The Certificate in Spanish for Business requires 16 credits above Spanish 219. It includes Spanish 329, 330, 380, and any course above Spanish 213 (excluding 219) in any area of Hispanic literature or culture.

The minor in Italian language and culture requires twenty credits in Italian above Italian 153. It includes Italian 215, 216, 219, 220, and 224 or their equivalents. An average of at least C must be earned in all courses taken in the minor.

All majors are strongly urged to take advantage of the department's study abroad programs. (French majors are urged to live for at least a semester at the French House, a foreign language theme house for students of French.)

Highly qualified majors are invited by the department to apply for admission to the honors program in French or Spanish. To be graduated with the designation "Honors in

French" or "Honors in Spanish," a candidate must complete French or Spanish 280 and 281 and pass a comprehensive written and oral examination. The oral examination may be conducted, at least in part, in the major language. For additional information, members of the departmental faculty should be consulted.

French

111, 112. Elementary French. (4,4) A two-semester sequence designed to help students develop the ability to understand and speak French and also learn to read and write French at the elementary level. Labs required.

153. Intermediate French. (5) Intermediate-level course covering the structure of the language, developing students' reading, writing and conversation skills and preparing them for oral and written discussion of literary texts in French 213. Note that 153 is mutually exclusive of other 153-marked courses (153X). P—French 111-112, or placement. Labs required.

153X. Intermediate French. (4) An intensive, intermediate-level course intended for students with a stronger background than required of 153 students. It offers the opportunity to develop further their reading, writing, and conversation skills and prepare for oral and written discussion of literary texts in French 213. Labs required.

155. Intermediate Conversation. (4) Practice in spoken French, stressing correct sentence structure, transitions, and pronunciation. Special attention will be given to different registers of spoken French and to vocabulary acquisition. An elective, recommended for students at the level of 153 or 213.

199. French Individual Study. (2-4) P—Permission of the department.

213. Introduction to French Literature. (4) Reading of selected texts in French. Particular periods, genres, and authors may vary from section to section. Parallel reading and reports. Does not count toward the major or the minor. P—French 153 or equivalent.

215. Survey of French Literature 1: Medieval through Baroque. (4) Study of movements and selected representative texts. P—French 213 or permission of instructor.

216. Survey of French Literature 2: Classicism through Romanticism. (4) Study of movements and selected representative texts. P—French 213 or permission of instructor.

217. Survey of French Literature 3: Realism to the Present. (4) Study of movements and selected representative texts. P—French 213 or permission of instructor.

219. Composition and Review of Grammar. (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P—French 153 or equivalent.

220. Conversation and Composition. (4) Practice in speaking and writing French, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. Required for major. Lab required. P—French 153 or equivalent.

222. French Phonetics. (4) A study of the principles of standard French pronunciation, with emphasis on their practical application as well as on their theoretical basis.

229. Business French. (4) A study of French used in business procedures, emphasizing specialized vocabulary pertaining to business correspondence, corporate organization, banking, and governmental relations, with practice in translation and interpretations, oral and written. P—French 219 and 220 or permission of instructor.

280. Directed Research. (2) Required for honors in French.

281. Directed Study. (3,4) Extensive reading and/or research to meet individual needs. Required for departmental honors. P—Permission of the department.

319. Advanced Grammar and Stylistics. (4) Review and application of grammatical structures with emphasis placed on written French in a variety of discourse types. Attention given to stylistic differences in English and French. Graduate-level students will research and present topics related to the integration of reading and process writing in the classroom. P—French 219 or equivalent or permission of instructor.

321. History and Structure of the Language. (4) Study of the historical development of French in a cultural and linguistic context from its earliest stages to the present and analysis of the phonology, morphology, and syntax of modern French. P—French 219 and 220.

323. French Civilization. (4) An introduction to French culture and its historical development through the French Revolution. Emphasis on intellectual, artistic, political, social, and economic life in France. P—French 220 or permission of instructor.

324. Modern and Contemporary France. (4) An introduction to French culture and its historical development after the fall of the Ancien Régime and a study of present-day France, including geography and consideration of intellectual, artistic, political, social, economic, and educational factors. P—French 220 or permission of instructor.

330. Seminar in Medieval Studies. (4) An examination and study of literary, social, and cultural themes. Topics may include: piety and religious satire; alterity and unity; the literary construction of collective and personal identity; the conception of women and the act of writing; Arthurian literature. P—French 215 or 216 or 217 or permission of instructor.

333. Form and Ideology in the Renaissance. (4) A study of the more important currents of thought and taste (Petrarchism, Platonism, Reformation, Mannerism, Baroque), and literary forms (prose fiction, essay, and dialogue; lyric and epic poetry). P—French 215 or 216 or 217 or permission of instructor.

342. The Baroque and Classicism. (4) Study of a rich and diverse period through the analysis of texts by major authors (such as Corneille, Racine, Molière, Saint-Amant, LaFontaine, Lafayette), as well as some others (such as Théophile, Retz, Scarron). Particular attention will be paid to the notions of *baroque* and *classicisme*, the key manifestations of which will be followed through the development of various genres (poetry, drama, prose). P—French 215 or 216 or 217 or permission of instructor.

351. Enlightenment Discourse. (4) Reading and discussion of selected works of Voltaire, Diderot, Rousseau, and other *philosophes*, and an assessment of their writings as both form and social commitment. P—French 215 or 216 or 217 or permission of instructor.

352. Rococo and Sentimentalism. (4) A study of various literary manifestations of sensuality and sentimentality, in their idealized and subverted forms, from Prévost to Sade. P—French 215 or 216 or 217 or permission of instructor.

360. Literary Currents in Post-Revolutionary France. (4) A study of social, political, intellectual, and esthetic aspects of topics such as French Romanticism, realism, naturalism, and symbolism, as reflected in texts by selected authors. P—French 215 or 216 or 217 or permission of instructor.

363. Trends in French Poetry. (4) A study of the development of the poetic genre with analysis and interpretation of works from each period. P—French 215 or 216 or 217 or permission of instructor.

364. French Novel. (4) A broad survey of French prose fiction, with critical study of several masterpieces in the field. P—French 215 or 216 or 217 or permission of instructor.

365. French Drama. (4) A study of the chief trends in French dramatic art, with reading and discussion of representative plays from selected periods: Baroque, Classicism, and Romanticism, among others. P—French 215 or 216 or 217 or permission of instructor.

371. Beyond Realism. (4) A study of modern and post-modern literature as it represents a dialogue with predecessors, as well as a search for innovative language and forms, correspondent to changing perceptions of reality. Topics may include: narrative in cinema, autobiographical writing, symbolist influences, surrealism, existentialism, the *nouveau roman*, theories of *l'absurde*. P—French 215 or 216 or 217 or permission of instructor.

374. The Black Experience in Francophone Literature. (4) A study of poetry, prose, and drama by writers from French-speaking Africa and the Caribbean. Emphasis will be placed on the negritude movement, the African oral tradition, colonial and post-colonial works and women's voices. P—French 215 or 216 or 217 or permission of instructor.

375. Special Topics. (2 or 4) Selected themes and approaches to French literature transcending boundaries of time and genre. Topics to be chosen by staff in consultation with majors prior to the term the course is offered. May be repeated once for credit. P—French 215 or 216 or 217 or permission of instructor.

Semester in France

The department sponsors a semester in France in Dijon, the site of a well-established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member.

No particular major is required for eligibility. However, a student (1) should be of junior standing and (2) should have taken as prerequisite French 219 or its equivalent or at least one French course beyond the intermediate level. At least one semester's residence in the French House is strongly recommended.

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

2192. Advanced Oral and Written French. (4) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French.

2232. Contemporary France. (4) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today.

2242. French Civilization. (4) An introduction to French culture and its historical development. Field trips to museums and to points of historical and cultural significance in Paris and the French provinces.

2402. Independent Study. (2-4) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France. Work may be supplemented by lectures on the subject given at the Université de Bourgogne Faculté des Lettres et Sciences Humaines.

2742. Special Topics in French Literature. (2) Selected topics in French literature; topics vary from year to year.

2752. French Literature. (2) Topics in the novel, theater, and poetry of France, largely of the period since 1850.

Art 2712. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries.

Spanish

111-112. Elementary Spanish. (4,4) A two-semester sequence designed to help students develop the ability to understand and speak Spanish and also learn to read and write Spanish at the elementary level. Labs required.

113. Intensive Elementary Spanish. (5) A course reviewing the material of 111-112 in one semester, intended for students whose preparation for 153 is inadequate. Not open for students who have received credit for 112. Labs required.

153. Intermediate Spanish. (5) Intermediate-level course covering the structure of the language, developing students' reading, writing, and conversation skills and preparing them for oral and written discussion of literary texts in Spanish 213. Note that 153 is mutually exclusive of other 153-marked courses (153X, 153E). P—Spanish 111-112, or 113, or placement. Labs required.

153E. Intensive Intermediate Spanish in an Immersion Setting. (10) A six-week intensive course in Spanish, taught during the summer in Quito, Ecuador. Classes will meet five hours a day and will cover speaking, listening, reading, writing and the cultures of the Spanish-speaking world. Special activities will include day-trips to sites of cultural interest. P—Spanish 112, 113 or two or three years of high school Spanish. No student may receive credit for both 153 and 153E. Students wishing to register must complete an application early in the preceding spring semester in the Department of Romance Languages and be admitted to the course.

153X. Intermediate Spanish. (4) An intensive, intermediate-level course intended for students with a stronger background than 153 students', it offers the opportunity to develop further their reading, writing, and conversation skills and prepare for oral and written discussion of literary texts in Spanish 213. Labs required.

199. Individual Study. (2-4) P—Permission of the department.

213. Introduction to Hispanic Literature. (4) Selected readings in Spanish and Spanish American literature. Does not count toward the major or the minor. P—Spanish 153 or equivalent.

217. Masterpieces of Spanish Literature. (4) Study of selected texts, trends, and movements. Intended for students interested in continuing Spanish beyond the basic requirement. P—Spanish 213 or permission of instructor.

218. Masterpieces of Spanish American Literature. (4) Study of selected texts, trends, and movements. Intended for students interested in continuing Spanish beyond the basic requirement. P—Spanish 213 or permission of instructor.

219. Grammar and Composition. (4) A systematic study of Spanish morphology, sentence structure, and expository usage applied to various kinds of composition: description, narration, argumentation, etc. P—Spanish 213 or equivalent.

220. Conversation. (4) Practice with oral Spanish, stressing fluency, listening comprehension, vocabulary growth, and proficiency in handling everyday situations, with additional work on support writing skills. Lab required. P—Spanish 213 or equivalent.

222. Spanish Phonology. (4) Description of, and practice with, the sound system of Spanish. Systematic analysis of the phonemes, allophones, and stress and intonation patterns of the language, and discussion of dialectal and stylistic variation. Lab required. P—Spanish 219 and 220 or permission of instructor.

223. Latin American Civilization. (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P—Spanish 217 or 218.

224. Spanish Civilization. (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P—Spanish 217 or 218.

225. Internship in Spanish Language. (2 or 4) Under faculty direction, a student undertakes a language project in conjunction with an off-campus service commitment or internship. Includes, but is not limited to: vocabulary building, keeping a journal, and reading professional material. Does not count toward the Spanish major or minor. P—Spanish 219 and permission of instructor.

228. Spanish for the Professions. (2 or 4) Spanish usage of a selected professional area. Emphasis on communication in typical situations and interactions, specialized vocabulary, cultural differences, and related technical readings in the subject matter. Topics offered from following list: a. Health Occupations; b. Social Work; c. Law and Law Enforcement; d. Other (on demand). P—Spanish 219, 220, and permission of instructor.

280. Directed Research. (2) Required for honors in Spanish.

281. Directed Study. (3-4) Extensive reading and /or research, to meet individual needs. Required for departmental honors. P—Permission of the department.

319. Advanced Grammar and Composition. (4) Advanced-level review of Spanish morphology and syntax applied to the refinement of writing techniques. P—Spanish 219 or permission of instructor.

320. Advanced Conversation. (4) Intensive immersion in the situations and skills of advanced and superior levels of oral proficiency. P—Spanish 219 and 220 or permission of instructor.

321. History and Structure of the Spanish Language. (4) Study of the historical development of Spanish in a cultural and linguistic context from its earliest stages to the present. Analysis of its current and internal changes. P—Spanish 219 and 220 or permission of instructor.

323. Topics in Hispanic Civilization. (4) Exploration of themes and trends in Hispanic society and culture, such as cross-national questions, and the exile experience. P—Permission of instructor.

329. Introduction to Spanish for Business. (4) Introduction to Spanish vocabulary and discourse in business. This course emphasizes oral and written practices, reading and Hispanic business culture as well as a comprehensive analysis of different business topics and areas. P—Spanish 219 or permission of instructor.

330. Advanced Spanish for Business. (4) Intensive immersion in the situations and skills of advanced Spanish for Business. Emphasis on oral and written business presentations, reading comprehension of case studies related to the Hispanic business world. Cross-cultural awareness of the Hispanic business world. P—329 or permission of instructor.

331. Medieval Spain: A Cultural and Literary Perspective. (4) An examination of the literary, social and cultural themes, such as: Quests and Discoveries, Pilgrimage and the Act of Reading, Images of Islam, The Judaic Tradition in Spanish Literature, and Spiritual Life and Ideal. P—Spanish 217 or 218 or permission of instructor.

332. Sixteenth and Seventeenth Century Spanish Literature. (4) Study of the major literary works of the Golden Age. P—Spanish 217 or 218 or permission of instructor.

333. Eighteenth and Nineteenth Century Spanish Literature. (4) Study of a representative selection of poetry, drama, essays, and novels of these two centuries. P—Spanish 217 or 218 or permission of instructor.

341. Golden Age Drama. (4) A study of the major dramatic works of Lope de Vega, Calderón de la Barca, Tirso de Molina, Ruiz de Alarcón, and others. P—Spanish 217 or 218 or permission of instructor.

343. Cervantes. (4) Intensive study of the life and works of Cervantes, with special attention on the *Quixote* and the *novelas ejemplares*. P—Spanish 217 or 218 or permission of instructor.

352. Spanish Poetry. (2-4) A study of selected topics, such as *gongorismo*, the *Romancero*, and the Generation of 1927. P—Spanish 217 or 218 or permission of instructor.

361. Latin American Cinema and Ideology. (4) An examination of major Latin American films as cinematographic expressions of social and political issues. P—Spanish 217 or 218 or permission of instructor.

362. Spanish-American Poetry. (4) Intensive study and textual analysis of Spanish-American poetry with special emphasis on representative poets and major trends: Culteranismo, epic poetry, gaucho poetry, Modernismo, avant garde poetry, and anti-poetry. P—Spanish 217 or 218 or permission of instructor.

363. Contemporary Spanish-American Theater. (4) A study of the Spanish-American dramatic production from the end of the nineteenth century to the present. The course focuses on the development of some of the main dramatic movements of the twentieth century: realism, absurdism, avant garde, and collective theater. P—Spanish 217 or 218 or permission of instructor.

364. Spanish-American Short Story. (4) Intensive study of the twentieth century Spanish-American short story with emphasis on major trends and representative authors, such as Quiroga, Rulfo, Borges, Cortázar, Donoso, García Marquéz. P—Spanish 217 or 218 or permission of instructor.

365. Spanish-American Novel. (4) A study of the novel in Spanish-America from its beginning through the contemporary period. P—Spanish 217 or 218 or permission of instructor.

366. Seminar in Spanish-American Novel. (2 or 4) A study of one or more categories of Spanish-American novels, such as romantic, *indianista*, realistic, *gauchesca*, and social protest. P—Spanish 217 or 218 or permission of instructor.

367. Colonial Spanish America. (4) This course explores the early Spanish American colonial period alongside contemporary intellectuals' attempt to return to and recover this historical past. Readings include fifteenth- and sixteenth-century codices, post-conquest indigenous writings, Iberian chronicles and letters, as well as twentieth century documents. P—Spanish 217 or 218 or permission of instructor.

373. Modern Spanish Novel. (4) A study of representative Spanish novels from the Generation of 1898 through the contemporary period. P—Spanish 217 or 218 or permission of instructor.

374. Modern Spanish Literature. (2 or 4) An analysis of selected contemporary works representative of the novel, poetry, theater, and essay. P—Spanish 217 or 218 or permission of instructor.

375. Special Topics. (2 or 4) Selected special topics in Spanish literature. P—Spanish 217 or permission of instructor.

380. Spanish Translation. (4) Advanced work in Spanish-to-English and English-to-Spanish translation, focusing on sensitivity to differences in meaning, register, and sociocultural norms. P—permission of instructor.

387. Special Topics. (2 or 4) Selected special topics in Spanish-American literature. P—Spanish 217 or 218 or permission of instructor.

388. Special Topics in Hispanic Linguistics. (4) Investigation of key areas in Spanish languages research, such as dialectology, history, language acquisition, and usage. P—Spanish 222 or 321, or the combination of 219 or 220 and Linguistics 150, or permission of instructor.

3689. Cuban Literature. (4) A study of Cuban literature from the eighteenth century to the present: romanticism, modernism, naturalism, the avant garde movement, and the post-Revolutionary period. P—Spanish 217 or 218 or permission of Director of the Cuba Program.

Semester in Spain

The department offers a semester in Spain at Salamanca, the site of a well-established Spanish university. Students go as a group in the spring semester, accompanied by a professor from the College.

No particular major is required for eligibility. However, students (1) should be of junior standing, (2) must have completed Spanish 220, and (3) should be approved by both their major department and the Department of Romance Languages. Interested students should contact Professor Candelas S. Gala in the Romance Languages department.

1829. Introduction to Spain. (P/F) Familiarization with the Spanish people, Spanish culture, and daily life in Spain. Classes in conversational and idiomatic Spanish, excursions to points of historical and artistic interest, and lectures on selected topics.

2019. Intensive Spanish. (P/F) Intensive study and practice of the oral and written language. P—Permission of instructor.

2049. Spanish Phonetics and Phonology. (4) Theory and practical application of the elements involved in speaking correct Spanish.

2199. Advanced Spanish. (4) Study of grammar, composition, and pronunciation, with extensive practice of the written and oral language. P—Permission of instructor.

2259. Survey of Spanish Literature from the Middle Ages through the Seventeenth Century. (4) Extensive reading and study of trends and influences.

2279. Spanish American Literature. (4) Extensive reading and study of works from the colonial through the contemporary periods, with emphasis on the late nineteenth and twentieth centuries.

2419. Spanish Literature of the Golden Age. (4) A survey of the most important authors and genres of the Golden Age, with particular emphasis on the novel and the drama.

2759. Contemporary Spanish Literature. (4) A study of general trends and representative works of selected prose writers, dramatists, and poets from the modern period.

2029. Social-Political Structures of Present-Day Spain. (4) A study of the various social and political elements which affect the modern Spanish state.

History 2019. General History of Spain. (4) History of Spain from the pre-Roman period to the present day.

Art 2029. Spanish Art and Architecture. (4) A study of the development and uniqueness of Spanish art and architecture within the framework of Mediterranean and Western art in general.

Italian

111, 112. Elementary Italian. (4,4) A course for beginners, covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary Italian. (5) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language majors. Lab required. Lecture—five hours. *Offered every semester.*

127. Basic Conversation. (2) Brief review of grammar; emphasis on vocabulary building and conversation for everyday survival while discovering Italy and Italian culture through film, TV, documentaries and literature. P—Italian 113 or equivalent. Does not satisfy requirements for minor or certification in Italian studies.

153. Intermediate Italian. (5) Continuation of 113, with emphasis on reading and speaking. Lab required. Lecture—five hours. P—Italian 113 or two years of high school Italian.

153x. Intermediate Italian. (4) Open by placement or permission. Lab required.

199. Individual Study. (2-4) P—Permission of instructor.

215. Introduction to Italian Literature I. (4) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. *Offered in the spring.* P—Italian 153 or equivalent. *Also offered in Venice.*

216. Introduction to Italian Literature II. (4) May alternate with 215. Satisfies basic requirement in foreign language. P—Italian 153 or equivalent.

219. Advanced Grammar and Composition. (4) A thorough review of the basics of structure and vocabulary featuring a more detailed examination of complex syntax and idiomatic expressions; practice in translation of texts of diverse styles and from varied sources, and free composition. P—Italian 215 or equivalent.

220. Advanced Conversation and Composition. (4) Practice in speaking and writing Italian, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. P—Italian 219 or 275.

2213. Spoken Italian. (4) Course in oral Italian, offered only in Venice. Students are placed in small groups according to their levels of fluency. Elective credit.

224. Italian Civilization I. (4) The culture and its historical development from Charlemagne to the Risorgimento; emphasis on intellectual, artistic, political, social, and economic life. P—Italian 215 or 216.

225. Italian Civilization II. (4) The historical development of modern Italian culture from the Risorgimento to the present. Use of newspapers, magazines, TV broadcasts, films, and literary readings to stimulate oral and written responses to the problems of contemporary Italy. P—Italian 215 or 216.

226. Comedy in Italian Cinema. (4) A study of modern Italian society through the analysis of films from the fifties to the present. Taught in Italian. P—Italian 215 or 216 or permission of instructor.

275. Special Topics. (4) Selected special topics in Italian literature. P—Italian 215 or 216.

Semester in Venice

2153. Introduction to Italian Literature I. (4)

2163. Introduction to Italian Literature II. (4)

2213. Spoken Italian. (4)

See the course listings under Italian (above) for descriptions and prerequisites.

Russian and East European Studies

(Interdisciplinary Minor)

Susan Zayer Rupp (History), Coordinator

Russian 215 or 216 or equivalent proficiency in another East European language is required, plus twenty credits from the following list. (See course descriptions under appropriate listings.) Four of these twenty credits must be REE 298, the Research Project in Russian and East European Studies.

Communication	351B. <i>Comparative Communication: Russia.</i> (2)
Economics	252. <i>International Finance.</i> (4)
	253. <i>Economies in Transition.</i> (4)
History	331. <i>Russia: Origins to 1865.</i> (4)
	332. <i>Russia and the Soviet Union: 1865 to the Present.</i> (4)

Humanities	215. <i>Germanic and Slavic Literature</i> . (4) (Satisfies a Division I I requirement.)
	218. <i>Eastern European Literature</i> . (4) (Satisfies a Division I requirement.)
Politics	232. <i>Politics in Russia and Eastern Europe</i> . (4)
Russian	Four additional credits at the 200-level.
REE 298	Course description to follow. (4)

With the approval of the coordinator, students may fulfill the language requirement by equivalent study of another East European language (to be pursued independently under the auspices of the German and Russian Department). Students may apply all relevant seminars, colloquia, or independent studies in any of the above departments to the minor.

REE 298. Research Project in Russian and East European Studies. (4) A semester-long research project pursued independently by a student (generally in the senior year) under the guidance of a faculty member in the relevant field of study. A second faculty member will consult with the student regarding his or her project as well as serving as a second reader. The course culminates in the completion of a seminar-length paper based upon primary research.

Sociology

Earl Smith, Chair

Wake Forest Professors Charles F. Longino, Willie Pearson Jr.

Rubin Professor of American Ethnic Studies Earl Smith

Professors John R. Earle, Catherine T. Harris,

Philip J. Perricone

Associate Professors H. Kenneth Bechtel, Cheryl B. Leggon, Ian M. Taplin

Assistant Professors Angela Hattery, Jeffery S. Mullis

Visiting Assistant Professor Timothy McGettigan

Visiting Instructor Teresa R. Smith

A major in sociology requires forty-one credits and must include Sociology 151, 370, 371, and 372. A minimum average of 2.0 in sociology courses is required at the time the major is declared. A minimum grade-point average of 2.0 in all sociology courses is required for graduation.

A minor in sociology requires twenty credits and must include Sociology 151 and 370. A minimum grade-point average of 2.0 in sociology courses is required at the time the minor is declared. A minimum grade-point average of 2.0 in sociology courses is required for certification as a minor. Students who intend to pursue a sociology minor are encouraged to notify the department early in their junior year, and they are invited to participate in all departmental functions.

The program in sociology provides majors with several options. In addition to pursuing a regular major in sociology, students may choose to specialize in any of four

concentrations: 1) family studies, 2) crime, law, and social control, 3) health and society, and 4) business and society. These concentrations are described in detail in the *Handbook for Sociology Students*, a copy of which may be obtained from the sociology office or any member of the departmental faculty.

To be graduated with the designation "Honors in Sociology," highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information members of the departmental faculty should be consulted.

A student who selects sociology to fulfill the Division IV requirement must take one of the following courses: Sociology 151, 152, 153, or 154. No introductory-level course is required for students taking a sociology course as an elective unless such a prerequisite is specified in the course description.

151. Principles of Sociology. (4) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects. Required for all sociology majors and minors.

152. Social Problems. (4) Survey of contemporary American social problems.

153. Marriage and the Family. (4) The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

154. The Sociology of Deviant Behavior. (4) A sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior.

205. Photography in the Social Sciences. (4) Explores the use of photography as a research technique for the social sciences; camera and darkroom instruction included. Lab to be arranged. Not open to students who have had Art 119. P—Permission of instructor.

206. Concerned Photographers and Their Works. (4) Explores the contributions of concerned photographers in the identification and understanding of social issues. Advanced camera and darkroom instruction is included. P—Sociology 205 and/or permission of instructor.

301. Religion and Society. (4) Study of religion as a social phenomenon and its relationship to the other structures of society—political, economic and others, with special focus on the contemporary United States. (Also offered as Religion 151.)

302. Bureaucracy and Society. (4) The sociological analysis of complex organizations focusing on bureaucracy, power, authority, decision making, and change. Attention will be given to business as well as government and other non-profit organizations.

303. Business and Society. (4) Historical development, organization, and current problems of business enterprises in American society.

305. Male and Female Roles in Society. (4) Changing male and female roles in the context of societal institutions and sociological theories that explain such changes. Consideration of feminism as a social movement and of consequences of changing roles for human interaction.

308. Sociology of Art. (2) Art as an institution, its functions, organization, relationship to social change and to the communication of meanings.

309. Sexuality and Society. (4) Study of the societal forces that impinge on human sexual behavior, emphasizing the effects of social change, the implications of changing gender roles, cross-cultural and subcultural variations, and the influence of the mass media.

310. Death and Dying. (2) Study of some of the basic issues and problems of modern man in accepting and facing death.

311. Women in Professions. (4) Emphasis on the status of women in professional occupations (e.g., law, medicine, science, business, etc.) in socio-historical perspective.

316. Conflict and Social Control. (4) An historical and cross-cultural examination of conflict management and social control, including discipline, rebellion, negotiation, mediation, and adjudication.

317. Mental Illness and Society. (4) An examination of the sociological aspects of mental health and mental illness. Includes the social epidemiology of mental disorders, cross-cultural variation in societal responses to the mentally ill; the development of the psychiatric profession, and the evolution of the mental hospital.

325. Self and Society. An Interactionist Perspective. (4) An analysis of the effects of social relationships upon self-development, self-preservation, and the learning of social roles and norms, with special emphasis on language and symbolic interaction.

332. Social Epidemiology. (2) This course will integrate sociology and epidemiology, paying particular attention to such variables as age, gender, race and ethnicity as they bear on health, illness and medical services, including the risk factors of chronic disease. It does not presuppose advanced knowledge of epidemiological methods.

333. The Sociology of Cities. (4) An examination of the patterns of urbanization worldwide. Explores the dynamics of urban growth resulting from economic, social, political and ecological processes.

334. Society and Higher Education. (4) An analysis of the social forces that shape educational policies in the United States. Assessment of significant contemporary writings on the manifest and latent functions of education.

335. Sociology of Health and Illness. (4) Analysis of the social variables associated with health and illness.

336. Sociology of Health Care. (4) An analysis of health care systems, including the social organization of medical practice, health care payment, the education of medical practitioners, and the division of the labor in health care.

337. Aging in Modern Society. (4) Basic social problems and processes of aging. Social and psychological issues discussed. Course requirements will include field placement in a nursing home or similar institution. P—Permission of instructor.

338. Sociological Issues in Criminal Justice. (4) Introduction to the structure, organization and operation of the various components of the criminal justice system with emphasis on the police and correctional institutions.

339. Sociology of Violence. (4) A survey of the societal factors associated with individual and collective violence. Discussion will focus on the contemporary and historical conditions which have contributed to various patterns of violence in American society.

340. Sociological Issues in Human Development. (4) Socialization through the life span in the light of contemporary behavioral science, emphasizing the significance of changes in contemporary society.

341. Criminology. (4) Crime, its nature, causes, consequences, methods of treatment, and prevention.

342. Juvenile Delinquency. (4) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment problems.

343. Sociology of Law. (4) Consideration will be given to a variety of special issues: conditions under which laws develop and change, relationships between the legal and political system, the impact of social class and stratification upon the legal order.

344. Women and Crime. (4) Course will focus on four major areas related to women and crime: women as offenders, the processing of women by the criminal justice system, women as victims, and women as criminal justice professionals. P—341 and permission of instructor.

345. Advanced Topics Seminar in Criminology. (4) Emphasis on current topics in the field of criminology and criminal justice such as measurement issues, ethical issues, history, crime and mass media, and theoretical debates. P—341 and permission of instructor.

347. Society, Culture, and Sport. (4) An examination of the interrelationship of sport and other social institutions. Emphasis on the study of both the structure of sport and the functions of sport for society.

348. Sociology of the Family. (4) The family as a field of sociological study. Assessment of significant historical and contemporary writings. An analysis of the structure, organization, and function of the family in America.

349. Sociology of Science and Technology. (4) Explores the reciprocal impact of science and technology on society. Issues to include the impact of science and technology on various populations (including underparticipating groups, such as women and racial/ethnic minorities) and the environment, the talent pool, and the workplace.

350. Mass Communications and Public Opinion. (4) The study of the increasing importance of collective behavior, emphasizing the relationship between the media and a changing society.

351. Management and Organizations. (4) A study of macro organizational processes and changes in contemporary industrial societies and their effects upon managerial systems, managerial ideologies and managers in firms.

352. White-Collar Crime. (4) Study of criminal activity committed in the course of legitimate occupations including workplace crime, graft, and business crime. P—341.

353. Families in Later Life. (2,4) Analysis of current issues affecting later-life families, including the unmarried, marital relations, divorce, widowhood, remarriage, kinship, family caregiving, and institutional care.

358. Population and Society. (4) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables.

359. Race and Ethnic Relations. (4) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasis on psychological and sociological theories of prejudice.

360. Social Stratification. (4) The study of structured social inequality with particular emphasis on economic class, social status, and political power.

361. Sociology of the Black Experience. (4) A survey and an analysis of contemporary writings on the status of black Americans in various American social institutions (e.g., education, sports, entertainment, science, politics, etc.).

362. Sociology of Work. (4) Changing trends in the U.S. labor force. The individual's view of work and the effect of large organizations on white and blue collar workers. Use of some cross-cultural data.

363. Markets and Industry. (4) An analysis of industrial organization, including discussion of market relations and the behavior of firms, the structure of industrial development, and labor relations and the growth of trade unions.

364. Political Sociology. (4) Examination of the structure and organization of power in society with emphasis on political socialization, political ideology, and the growth of the welfare state.

370. Sociological Theory. (4) A survey of the history and development of sociological theory, emphasizing the critical reading of primary source materials and the evaluation of the current status of sociological theory. P—Sociology 151 or permission of instructor.

371. Social Statistics. (5) A computer-based survey of basic statistics utilized in sociological research. Lab—1 hour. P—Sociology 151 or permission of instructor.

372. Research Methods in Sociology. (4) An overview of both quantitative and qualitative research methods. Research projects required. P—Sociology 371.

373. Honors Seminar. (4) Seminar on selected problems in sociology. Intended for students in the departmental honors program. P—Sociology 372 and permission of instructor.

374. Honors Research. (2) Directed study toward completion of the project begun in Sociology 373 and to the writing and defense of an honors paper. P—Sociology 373 and permission of instructor.

385, 386. Special Problems Seminar. (4) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P—Permission of instructor.

398, 399. Individual Study. (1-4, 1-4) Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Spanish Studies

(Foreign Area Study)

Kathleen M. Glenn (Romance Languages), Coordinator

Students are required to participate in the semester in Spain program at Salamanca. They also are required to take History 2019, *General History of Spain* (4) taught in Salamanca; Sociology 2029, *Social and Political Structures of Present Day Spain* (4) taught in Salamanca; either Art 2029, *Spanish Art and Architecture* (4) taught in Salamanca or Spanish 224, *Spanish Civilization* (4); and Spanish 217, *Masterpieces of Spanish Literature* (4).

Students must take twelve additional credits from the advanced courses in Spanish language and the literature of Spain offered by the Department of Romance Languages, or from those offered at the University of Salamanca.

Theater

Donald H. Wolfe, Chair

Professors James H. Dodding, Harold C. Tedford, Donald H. Wolfe

Adjunct Professor Darwin R. Payne

Assistant Professors Nina M. Lucas (Director of Dance), Mary R. Wayne-Thomas

Adjunct Assistant Professor R. Craig Hamilton

Lecturers Sharon Andrews, Zanna Beswick (London), Jonathan H. Christman,

Brook M. Davis, John E. R. Friedenberg

A major in theater consists of a minimum of forty credits, at least eight of which must be at the 300-level. This includes a required core of thirty-six credits: Theater 110 or 112, 113, 131, 140, 150, 250, 260, 261, 340, 381 and 385. (Students interested in a theater major should elect Theater 112.) Four semesters of Theater 100 (0 credits) also are required. Majors may choose their remaining courses from the offerings listed under the Department of Theater. A minimum grade of 2.0 in all theater courses attempted is required for graduation. Majors should consult with their advisers about additional regulations. Theater majors are required to take two courses in dramatic literature from the Departments of English or Classical Languages or from Humanities.

Those who plan to be theater majors are urged to begin their studies during their first year.

Highly qualified majors (departmental GPA of 3.3, overall GPA of 3.0) are invited by the department to apply for admission to the honors program in theater. To be graduated with the designation "Honors in Theater," a student must successfully complete Theater 292 (4). Honors projects may consist of a) a research paper of exceptional quality; b) a creative project in playwriting or design; or c) a directing or acting project. The theater honors project must be presented and defended before the departmental Honors Committee. The department can furnish honors candidates complete information on preparation and completion of projects.

A minor in theater requires twenty-four credits: Theater 110 or 112, 140, 150, 260 or 261, two theater electives and two semesters of Theater 100 participation. Theater minors are required to take one course in dramatic literature from the Departments of English or Classical Languages or from Humanities.

Any person who is interested in a theater major or minor should contact the chair of the department soon after arrival on the campus.

100. Participation. (0) Attendance/participation in Mainstage and Studio performances; and other events as established by the department. (Specific attendance/participation requirements will be established at the beginning of each semester.) Four semesters, or a minimum of eight University Theater productions, are required of theater majors. Participation in at least two of the eight productions must be in technical production. Two semesters, or a minimum of four University Theater productions, are required of theater minors. Participation in one of the four productions must be in technical production. Assignments for technical production are made through consultation with the technical and design faculty.

110. Introduction to the Theater. (4) For the theater novice. A survey of the theory and practice of the major disciplines of theater art: acting, directing, playwriting, and design. Participation in Studio and Mainstage productions. Students planning to major in theater are encouraged to take THE 112. Credit will not be given for both Theater 110 and 112. May be used to satisfy a requirement in Division I.

112. Introduction to the Theater. (4) For the experienced theater student. A survey of the theory and practice of the major disciplines of theater art: acting, directing, playwriting, and design. Students planning to major in theater are encouraged to take Theater 112. Credit will not be given for both Theater 110 and 112. Experience in Studio and Mainstage productions. May be used to satisfy a requirement in Division I.

113. Voice and Speech. (2) Students will develop an easily projected, clearly articulated and emotionally revealing voice through Linklater-based techniques. The half-semester course culminates in a presentation of Shakespearean pieces.

126. Stage Makeup. (2) A study of the design and application of theatrical makeup in relationship to historical period and character development.

131. Basic Stage Movement. (2) A practical introduction to the development of the actor's bodily movement skills. Communication of character, clarity, purpose and intention will be emphasized together with basic technical movement for the stage.

140. Acting I. (4) Fundamental acting theory and techniques including exercises, monologues and scene work.

141. On-Camera Performance. (4) Designed to introduce students to the theory and practice of performing for the camera. This course covers basic method acting, newscasting, and other performance formats. (Also listed as Communication 116.)

143. Speech for Stage and Workplace. (4) Vocal resonance, articulation, awareness of regional dialects, ear training, phonetics and body tensions are explored in conjunction with text. Exercises, readings and performances.

144. Mime. (2) An introductory study of basic mime forms. The student will gain skills and understanding of this theatrical form through practical exercises, readings, rehearsals, and performances.

146. Performance Techniques. (4) A course focusing on acting styles appropriate to various modes of theatrical production. Specialized techniques such as dance, stage combat, etc., may also be included. (Suitable for non-majors.)

150. Introduction to Design & Production. (4) An introduction to the architecture and technology of the theater, including the essentials of the operation of the scene shop, stage equipment, and occupational health and safety. The course stresses the collaborative art of the theater through an introduction to theater design including script analysis, visual research, communication of the design, drafting, and color.

155. Stagecraft. (4) This introductory course focuses on contemporary materials, construction methods, and rigging practices employed in the planning, fabrication and installation of stage scenery. Emphasis on using current technologies for problem solving.

1880. The Contemporary English Theater. (2) An exploration of the English theater through theater attendance in London and other English theater centers. Readings, lectures. Participants submit reviews of the plays and complete a journal of informal reactions to the plays, the sites and the variety of cultural differences observed. *Two weeks. Offered in London before spring term.* P—Permission of instructor.

241. Advanced Stage Movement. (4) An advanced class exploring stage movement theories, techniques, and skills, drawing upon the theories of Alexander, LeCoq, Fialka, Kantor, Pisk, and others. P—Theater 140.

244. Advanced Mime. (2) This course enlarges upon skills and techniques acquired in Theater 144 (*Mime*), with the addition of other mime forms. The course includes exercises, rehearsals, and performances. P—Theater 144.

245. Acting II. (4) Advanced study and practice of the skills introduced in Acting I. P—Theater 113, 131, and 140.

246. Period and Style. (4) A study of social customs, movement, dances, and theatrical styles relating to the performance of drama in historical settings as well as in period plays. The course includes performances in class. P—Theater 113, 131, 140.

250. Theatrical Scene Design. (4) A study of the fundamental principles and techniques of stage design. Drafting, model building, perspective rendering, historical research, and scene painting will be emphasized. P—Theater 150.

251. Costume and Makeup Design. (4) A study of the fundamental principles and techniques of costume and makeup design with an emphasis on historical research. The basics of costume rendering, costume construction and stage makeup will be explored. P—Theater 150.

252. Lighting and Sound Design. (4) An exploration of the lighting and sound designer's process from script to production. A variety of staging situations will be studied, including proscenium, thrust and arena production. P—Theater 150.

259. Theater Management: Principles and Practices. (4) This course reviews the development of theater management in the U.S. with emphasis on the role of the producer; explores commercial and not-for-profit theater with attention to planning, personnel, and the economics of theater. Includes readings, lectures, and reports.

260. History of Western Theater I (Beginnings to 1642). (4) A survey of the development of Western theater and drama through the Greek, Roman, medieval, and Renaissance theaters to 1642; includes lectures, readings and reports. (Suitable for non-majors.)

261. History of Western Theater II (1642 to the Present). (4) A survey of Western theater and drama from the French Neoclassic theater through the English Restoration, the eighteenth century, Romanticism, Realism, the revolts against Realism and the post-modern theater; includes lectures, readings and reports. (Suitable for non-majors.)

281. Acting Workshop. (2) Scene work with student directors utilizing realistic texts. Offered pass/fail only. P—Theater 140 or permission of instructor.

283. Practicum. (1-2) Projects under faculty supervision. May be repeated for no more than four credits. P—Permission of the department.

290. Special Seminar. (2-4) The intensive study of selected topics in theater. May be repeated.

292. Theater Honors. (4) A tutorial involving intensive work in the area of special interest for qualified seniors who wish to graduate with departmental honors. P—Permission of department.

294. Individual Study. (1-4) Special research and readings in an area of interest to be approved and supervised by a faculty adviser. May be taken for no more than four credits. P—Permission of department.

2650. The English Theater, 1660-1940. (4) A study of the major developments in the English theater from the Restoration to World War II, including the plays, playwrights, actors, audiences, theater architecture, theater management, costumes and sets. Field trips include visits to theaters, museums, and performances. *Offered in London.*

340. Directing. (4) An introduction to the theory and practice of play directing. P—Theater 110/112,140 and 150; C—Theater 381.

344. Acting Shakespeare. (4) A practical study of varying styles in interpreting and acting Shakespeare's plays from the time of the Elizabethans to the present day. P—Theater 113, 131, and 140.

381. Directing Workshop. (2) The practical application of directing techniques in realistic scene study utilizing student actors. This course is a co-requisite of Theater 340.

385. Studio Production. (2) The organization, techniques and problems encountered in the production of a play for the public. P—Theater 340 and permission of department.

390, 391. Special Seminar. (2-4) The intensive study of selected topics in the theater. May be repeated.

Dance

A dance minor requires twenty-four credits and must include Dance 120 (2); Dance 221 (2) or Dance 222 (2); Dance 123 (2); Dance 126 (2); Dance 226 (2); Dance 127 (2); Dance 128 (1)—must be repeated for a maximum of four credits; Dance 229 (2) or Dance 231 (2); Dance 200 (2); and Dance 202 (4).

120. Beginning Modern Dance Technique. (2) Fundamentals of modern dance technique, with an emphasis placed on movement concepts, vocabulary, technique, alignment, placement, and flexibility. May be repeated four times for credit.

123. Dance Composition (2) Fundamental study of improvisation, composition and choreography.

124. Social Dance. (1) Fundamental techniques of social dance, providing basic skills, concepts of movement, style and fundamental step patterns found in social dance rhythms. Students will learn basic smooth dances, rhythm dances, Latin American dances and Cuban dances.

125. Folk and Social Dance. (1) Fundamentals of folk and social dance, providing the basic skills, concepts of movement, style and fundamental step patterns of folk and social dance. Emphasis is on the development of fundamental dance skills and practice in utilizing dance techniques.

126. Beginning Jazz Dance. (2) Fundamental of jazz technique with an emphasis on alignment, isolations, flexibility, basic turns, jumps, and combinations. May be repeated four times for credit.

127. Beginning Classical Ballet Techniques. (2) Fundamentals of classical ballet technique with an emphasis on alignment, placement, flexibility, barre work, adagio and petite allegro. May be repeated four times for credit.

128. Dance Performance. (1) A practical experience in the areas of rehearsal, choreographing, production and performance, as a choreographer, and/or performer in the Fall Faculty/Guest Artist Concert and/or Spring Dance Concert. May be repeated eight times for credit.

128A. Performance

128B. Choreography

200. Senior Dance Project. (2) An investigation of selected semi-professional problems involving the creative process of choreography, study of notation, research idea, or production.

202. History of Dance. (4) A survey of American dance from the 1600s to the present with emphasis on scope, style, and function. Satisfies a Division V requirement.

221. Intermediate Modern Dance Technique. (2) A progressive development of movement concepts and vocabulary from Dance 120, with an emphasis on exploring both the classical and contemporary techniques of modern dance. May be repeated four times for credit. P—Dance 120 or permission of instructor.

222. Advanced Modern Dance Technique. (2) A progressive development of the concepts of Dance 221 with an emphasis on qualitative performance, virtuosity and versatility in a variety of technical forms within the modern dance discipline. May be repeated four times for credit. P—Dance 221 or permission of instructor.

226. Intermediate Jazz Dance. (2) This course pursues the mastery of basic jazz technique along with more complex center floor combinations. Emphasis is placed on performance qualities and musicality. May be repeated four times for credit. P—Dance 126 or permission of the instructor.

227. Advanced Jazz Dance. (2) Pursues the mastery of jazz technique along with more complex center floor combinations. Emphasis is placed on performance qualities, musicality, technique, virtuosity, and creativity. May be repeated four times for credit. P—Dance 226 or permission of instructor.

229 Intermediate Classical Ballet. (2) Pursues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, and musicality. May be repeated four times for credit. P—Dance 127 or permission of instructor.

231. Advanced Classical Ballet. (2) Continues the mastery of basic ballet technique along with more complex barre and center combinations, performance qualities, musicality and pointe work. May be repeated four times for credit. P—Dance 229 or permission of instructor.

Urban Studies

(Interdisciplinary Minor)

Donald E. Frey (Economics), Coordinator

The interdisciplinary minor in Urban Studies requires twenty credits, of which at least twelve must be chosen from the following courses. (See course descriptions under appropriate listings.)

Art	296. <i>Art History Seminar</i> . J. Special Topics: Urbanism. (4)
Economics	246. <i>Urban Economics</i> . (4) P—Economics 150.
Politics	222. <i>Urban Politics</i> . (4)
Religion	343. <i>The City as Symbol</i> . (4)
Sociology	333. <i>The Sociology of Cities</i> . (4)

Courses needed to complete twenty credits may be chosen from among the following courses. (See course descriptions under appropriate listings.)

Education	271. <i>Geography: The Human Environment</i> . (4)
History	2253. <i>History of Venice</i> . (4) Offered in Venice.
	2260. <i>History of London</i> . (4) Offered in London.
	352. <i>U.S. Social History since 1850</i> . (4)
Politics	289. <i>Internship in Politics</i> . (2,3,4)*
Sociology	152. <i>Social Problems</i> . (4)

*To count toward the Urban Studies minor, an internship must be overseen by the instructor of Politics 222.

Students intending to minor in Urban Studies should consult with the coordinator as early as possible to discuss scheduling of courses not offered annually, careers in urban studies, and other issues. In exceptional cases, the coordinator may approve limited substitutions for the listed courses.

Women's Studies

(Interdisciplinary Minor)

Susan Harden Borwick (Music), Director

The interdisciplinary minor in Women's Studies requires the core course, Women's Studies 221, and a minimum of twenty additional credits, for a total of twenty-four credits. It is recommended that the upper division seminar, Women's Studies 321, be included. If courses not designated Women's Studies are taken, they must be from an approved list on file with the director and stated below. Such courses must be balanced between a) the humanities and b) the social and natural sciences. This structure gives students an

understanding of the interdisciplinary nature of Women's Studies within the context of the traditional liberal arts curriculum.

A student minoring in Women's Studies might take Women's Studies 221 as a sophomore, eight to twelve credits as a junior, and the remaining eight to twelve credits, including the *Interdisciplinary Seminar*, as a senior.

111. Writing and Women's Issues. (4) This writing-intensive seminar explores special topics that include women, such as: women and creativity; women, work, and family; Womanist literature; reproductive rights; violence against women; women and the arts; the emergence of feminist thought. Emphasis on expository writing, critical thinking, and exchange of ideas in a discussion and workshop setting. Satisfies the basic composition but not the minor requirement.

221. Women's Issues. (4) An interdisciplinary course, taught by women's studies faculty representing at least two fields, that integrates materials from the humanities and the social sciences. Topics include critical methods and practical solutions, gender issues in the Twenty-first Century, and women in culture and society.

231. Language and Gender in Japanese Culture. (4) Analyses of social and psychological factors related to gender differences in Japanese language usage. (Also listed as Linguistics 231.)

321. Interdisciplinary Seminar. (4) A research-centered study of questions raised by women's studies on an interdisciplinary topic, such as women's health issues, war and peace, international women's issues, perspectives on women and aging, lesbian and gay culture and theory, women and the arts.

350. Biocultural Perspectives on Women and Aging. (4) A course that examines biological, sociopsychological, and cultural issues affecting older women.

358. Mothers and Daughters. (4) A course that examines literature, psychology, and feminist theories on motherhood and the mother-daughter relationship.

359. Fathers and Daughters. (4) The ways in which fathers influence their daughters' emotional, psychological, and intellectual development. Selected materials from psychology, mythology, film, and contemporary literature.

377. Special Topics. (2, 3, 4) Includes such women's studies topics as gender issues in the Twenty-first Century, Jewish-American women writers, African-American women writers, women and aging, critical approaches to women's issues, the emergence of feminist thought.

396. Independent Study. (1-4) Independent projects in women's studies which either continue study begun in regular courses or develop new areas of interest. By prearrangement.

397. Internships in Women's Studies. (2-4) Practicum opportunities for work and for research in conjunction with a local women's or justice organization: Winston-Salem Family Services, NOW, Council on the Status of Women, the North Carolina Center for Laws Affecting Women, the AIDS Care Service, etc. Pass/fail only.

In addition to the Women's Studies courses listed on page 216, the following courses may be included in the minor. (See course descriptions under appropriate listings.)

Courses in the Humanities

Art	251. <i>Women and Art</i> . (4)
Classics	252. <i>Women in Antiquity</i> . (3,4)
English	340. <i>Studies in Women and Literature</i> . (4) a. The woman writer in society b. Feminist critical approaches to literature 377. <i>American Jewish Literature</i> . (4) 381. <i>Studies in Black American Literature</i> . (4)
History	310. <i>History of Sexuality in the United States</i> . (4,3) 341. <i>History of Women in Modern Asia</i> . (4) 365. <i>Women in American History</i> . (4)
Humanities	230. <i>Women Writers in Contemporary Italy</i> . (4) 320. <i>Perspectives on the Middle Ages</i> . (4) a. Medieval women b. Medieval constructs of gender, race, and class 347. <i>Women Writers in Japanese Culture</i> . (4) 353. <i>African and Caribbean Women Writers</i> . (4)
Linguistics	231. <i>Language and Gender in Japanese Culture</i> . (4)
Music	208. <i>Women and Music</i> . (4)
Religion	340. <i>Men's Studies and Religion</i> . (4) 366. <i>Gender and Religion</i> . (4) 370. <i>Women and Christianity</i> . (4) 371. <i>Sexuality and Christian Thought</i> . (4)

Courses in the Social and Natural Sciences

Politics	229. <i>Women and Politics</i> . (4)
Psychology	265. <i>Human Sexuality</i> . (4) 359. <i>Psychology of Gender</i> . (4)
Sociology	153. <i>Marriage and the Family</i> . (4) 305. <i>Male and Female Roles in Society</i> . (4) 309. <i>Sexuality and Society</i> . (4) 311. <i>Women in Professions</i> . (4) 348. <i>Sociology of the Family</i> . (4) 359. <i>Race and Ethnic Relations</i> . (4) 361. <i>Sociology of the Black Experience</i> . (4)

Students intending to minor in Women's Studies should consult the director of Women's Studies in Tribble Hall A-106B, preferably during their first or early in their second year.

OVERSEAS COURSES

*WFU courses taught on overseas campuses during the last five school years
Fall 1992-Fall 1997*

BEIJING, China **Semesters Taught**

ASI 3111	Special Topics: Lit. Chinese Writing (4)	Fall: 1997
CHI 1131.	Elementary Chinese (10)	Fall: 1995, 1993
CHI 1141.	Elementary Chinese: Written (5)	Fall: 1997, 1996
CHI 1151.	Elementary Chinese: Spoken (5)	Fall: 1997, 1996
CHI 1991.	Chinese Individual Study (2)	Fall: 1995
HMN 2431.	China in Perspective (2)	Fall: 1997, 1995, 1993
HMN 2461.	Selected Contemp. Chinese Fic. (4)	Fall: 1995
HST 3441.	Modern China (4)	Fall: 1996
POL 2421.	Problems in Contemp. Chinese Politics (4)	Fall: 1993

BERLIN, Germany

ART 5007.	German Art & Arch. in 20th Cent. (4)	Spring: 1994, 1995
BUS 5007.	Bus. & Trade with Cen./ East Europe (4)	Spring: 1994
GER 2167.	Theatre in Berlin (4)	Spring: 1995
GER 2177.	Adv. Composition & Conversation (4)	Spring: 1994
GER 2177.	Topics in Adv. Comp. & Conv. II (4)	Spring: 1994
GER 2187.	Topics in Adv. Comp. & Conv. II (4)	Spring: 1995
GER 2707.	Ger. Art & Arch. in 20th Century (4)	Spring: 1994
GER 2707.	Germany and European Unification (4)	Spring: 1995
GER 2707.	History of Modern Berlin (4)	Spring: 1994
GER 2707.	Theatre in Berlin (4)	Spring: 1994, 1995
GER 2707.	Topics in Ger. Soc. Hist. Since 1945 (4)	Spring: 1994, 1995
HMN 5007.	Geo. Time: Dev. Geo. His. 1700/1830 (4)	Spring: 1995
HMN 5017.	Mentopolis (4)	Spring: 1995

BOGOTÁ, Colombia

HST 33211.	Hist. Unin. Soviet (4)	Spring: 1995
HST 50011.	Caribbean History (4)	Spring: 1995
POL 11511.	History of Political Ideas (4)	Fall: 1993
POL 11611.	International Politics I (4)	Fall: 1993
POL 24211.	Colombian Constitutional Pol. (4)	Spring: 1995
POL 50011.	Colombian Pol. Development (4)	Spring: 1995
SPA 22311.	20th Century Latin American History (4)	Fall: 1993
SPA 26611.	Rulfo-Marquez-Onetti (4)	Fall: 1993
SPA 50011.	Advanced Spanish (4)	Spring: 1995
SPA 50011.	Colombia Today (4)	Spring: 1995

SPA 50111.	Latin America and the World (4)	Spring: 1995
SPA 50111.	Colombian Literature (4)	Spring: 1995

DIJON, France

ART 2712.	Studies in French Art (2)	Fall: 1997, 1996, 1995 1993, 1992
FRH 2192.	Advanced Oral & Written French (4)	Fall: 1997, 1996, 1995, 1993, 1992
FRH 2232.	Contemporary France (4)	Fall: 1997, 1996, 1995, 1993
FRH 2242.	French Civilization (4)	Fall: 1997, 1996, 1995, 1993, 1992
FRH 2292.	French Civilization (4)	Fall: 1992
FRH 2402.	Independent Study (2)	Fall: 1996, 1993, 1992
FRH 2752.	French Literature (2)	Fall: 1997, 1996, 1995, 1993, 1992
INS 100	Study Abroad (2)	Fall: 1997

FREIBURG-im-BREISGAU, Germany

ART 5007.	Contemporary Ger. Stage II (4)	Spring: 1995
ART 5017.	Velazquez (4)	Spring: 1995
BUS 5007.	European Business Law (4)	Fall: 1993, 1992
BUS 5007.	Eur. Bus. Law & Legal Aspects (4)	Spring: 1996
ECN 1507.	European Market Integration (4)	Fall: 1993
ECN 2317.	European Economic Policies (4)	Fall: 1992
ECN 2487.	Economy and Environment (4)	Fall: 1993
ECN 2517.	European Market Integration (4)	Spring: 1995
ECN 2517.	Internat. Econ. Relations of the EC (4)	Fall: 1993, 1992
ECN 2537.	Europe in Transition (4)	Fall: 1993
ECN 2537.	European Market Integration (4)	Fall: 1992
ECN 2707.	European Econ. Policies (4)	Spring: 1996
ECN 2717.	Economy and Environment (4)	Spring: 1993
ECN 2717.	European Market Integration (4)	Spring: 1996
ECN 2717.	Germany as an Economic Power (4)	Spring: 1993
ECN 2727.	Introduction to the Eur. Community (1)	Fall: 1993, 1992
ECN 5007.	Intro. to the European Union (1,.5)	Spring: 1996
ECN 5017.	Intro. to Eur. Union: Market Intg. (.5)	Spring: 1996
GER 2167.	Cont. Ger. Lit: Realism-Exile Lit. (4)	Fall: 1992
GER 2167.	Contemporary German Lit. II (4)	Spring: 1995
GER 2167.	Intro. Mod. Ger. Lit: 20th Cen. Prose (4)	Spring: 1993
GER 2167.	Intro./Study of Mod. Ger. Lit. (4)	Spring: 1993
GER 2167.	Vienna Theater I (in German) (4)	Fall: 1992
GER 2177.	Adv. Comp. Read. & Conv. (4)	Fall: 1992
		Spring: 1995

GER 2177.	Advanced German (4)	Fall: 1993
GER 2187.	Adv. Comp. Read. & Conv. (4)	Spring: 1993
GER 2187.	Conversation & Composition (4)	Fall: 1992
GER 2187.	Intermediate German II (4)	Fall: 1993
GER 2187.	Topics Adv. Comp. & Conv. (4)	Spring: 1994
GER 2197.	Adv. Comp. Read. and Conv. (4)	Spring: 1995
GER 2197.	Oral Ex. Texts/Improv. Speech (4)	Spring: 1994
GER 2197.	Top. in Adv. Comp. & Conv. (4)	Spring: 1993
GER 2217.	Ger. History & Ger. Nation (4)	Fall: 1993
GER 2317.	Auth. & Dem. Trad. of Germany (4)	Spring: 1993
GER 2427.	Ger. Unif. as Prob. in Domestic Pol. (4)	Fall: 1992
GER 2707.	Antisemitism in the Empire (4)	Spring: 1993
GER 2707.	Auth. & Dem. Trad. of Germany (4)	Spring: 1993
GER 2707.	Contemporary Ger. Stage I (4)	Fall: 1993
GER 2707.	Contemporary Ger. Stage II (4)	Spring: 1996, 1994
GER 2707.	Exercises on Ger. Area Studies (3)	Spring: 1993
GER 2707.	For Pol./Ger. Unificat./Eur. Int. (4)	Spring: 1995
GER 2707.	Ger. Art & Architec. in 20th Cen. (4)	Spring: 1995
GER 2707.	Ger. Art Between Conform. & Provocat. (4)	Spring: 1995
GER 2707.	Ger. Art Conform./Provocat. (4)	Spring: 1996
GER 2707.	Ger. Unif. as Prob. in Domestic Pol. (4)	Fall: 1992
GER 2707.	Germany as an Econ. Power (4)	Spring: 1996
GER 2707.	Individual Study (2)	Spring: 1996
GER 2707.	Intermediate German I (4)	Fall: 1992
GER 2707.	Intermediate German II (4)	Fall: 1993
		Spring: 1996
GER 2707.	Introduction to Folklore (4)	Spring: 1993
GER 2707.	Post-War Dev. of Ger. 1945-1949 (4)	Spring: 1993
GER 2707.	Pronun. & Intonation Training (1)	Spring: 1994
GER 2707.	Topics in Adv. Comp & Conv. (4)	Spring: 1993
GER 2707.	20th Cent. Ger. Short Prose A/1945 (4)	Spring: 1994
GER 2707.	20th Cent. German Short Stories (4)	Spring: 1993
GER 2857.	Contemporary German Liter. II (4)	Spring: 1994
GER 2857.	Ger. Short Prose Lit. AR/1900 (4)	Spring: 1994
HST 3207.	German History & German Nation (4)	Fall: 1992
HST 5007.	Authorit. & Dem. Trad. of Germany (4)	Spring: 1994
HST 5007.	Hist. of East. Eur.: 1848-1945 (4)	Fall: 1992
HST 5007.	Intro. Hst. of Habsburg Monar. (4)	Spring: 1995
POL 2317.	European Political Cultures (4)	Spring: 1996
POL 2337.	Ger. Unifi./Prob. Domestic Pol. (4)	Fall: 1993
POL 2427.	European Political Cultures (4)	Fall: 1993
POL 2427.	Pol. Institutions of the Eur. Community: Policies of European Integration (4)	Spring: 1996
POL 2427.	Pol. Reform in East. Europe (4)	Fall: 1992
POL 2527.	Europe in Transition (4)	Spring: 1996

POL 2527	Foreign Policy Between Ger. Unifi. and European Integration (4)	Spring: 1993 Fall: 1993
POL 2527.	Internat. Organ. I: E. Integration (4)	Fall: 1993
POL 2527.	Policies of Eur. Integration (4)	Spring: 1996
POL 2527.	The U.N.: Ex. of Int. Con. Settle. (4)	Spring: 1993
POL 2527.	Top. in Curr. East. Eur. Pol I (4)	Fall: 1992
POL 2707.	The Federalist Papers (4)	Spring: 1993
SOC 3987.	Institutions-Asylum, Pub., Homes (4)	Spring: 1994
SOC 3997.	The Body and Technology (4)	Spring: 1994
THE 1107.	The Contemporary German Stage (4)	Fall: 1992

HIRATSUKA, Japan (Tokai University)

HMN 2121.	Orientalism and Western Tradition (4)	Fall: 1996
HMN 2471.	Mus. & Edu.: Japan & West 1900-Pre. (4)	Fall: 1995
HMN 2911	Food, Diet & Health in Japan (4)	Fall: 1997
HMN 3421.	Japan in Perspective (2,4)	Fall: 1997, 1996, 1992
HST 3461.	Foreign Encounters with Japan (4)	Fall: 1992
JPN 1121.	Beginning Japanese: Written (5)	Fall: 1997, 1996
JPN 1131.	Beginning Japanese (10)	Fall: 1995
JPN 1131.	Beginning Japanese: Spoken (5)	Fall: 1997, 1996
JPN 1521.	Intermediate Japanese: Written (5)	Fall: 1997, 1996
JPN 1531.	Intermediate Japanese (10)	Fall: 1995
JPN 1531.	Intermediate Japanese: Spoken (5)	Fall: 1997, 1996
JPN 1991.	Individual Study (2)	Fall: 1995
JPN 2191.	Advanced Japanese (10)	Fall: 1995, 1993, 1992
JPN 3421.	Japan in Perspective (2)	Fall: 1995, 1993
PSY 2801.	Directed Study (2)	Fall: 1993
PSY 3571.	Cross-Cultural Psychology (4)	Fall: 1993

LONDON, England

ART 1030.	Intro. to Visual Arts (4)	Fall: 1993
ART 2320.	English Art, Hogarth to Present (2,4)	Fall: 1997, 1996, 1995, 1993, 1992
ART 2320.	English Art, Hogarth to Present (2,3,4)	Spring: 1996, 1995, 1994, 1993
ENG 3020	Spirit of Place in British Literature (4)	Fall: 1997
ENG 3020.	Spirit of Place in British Literature (3,4)	Spring: 1994
ENG 3240.	Eng. Drama Lit. & London Theatre (4)	Fall: 1997, 1996, 1995
ENG 3300.	British Liter. of the Eighteenth Century (4)	Fall: 1995, 1992
		Spring: 1995
ENG 3630.	Mod. Traditions of Eng. Poetry (4)	Fall: 1996
ENG 3650.	British Fiction of 20th Century (4)	Fall: 1995
ENG 3700.	The English Theatre 1660-1940 (3,4)	Spring: 1994

ENG 6020	Spirit of Place in British Literature (3)	Fall: 1997
ENG 6240	Eng. Drama Lit. & London Theatre (4)	Fall: 1997, 1996, 1995
HST 2110.	Colloquium (4)	Fall: 1995
HST 2260.	History of London (2,3,4)	Spring: 1996, 1995, 1994, 1993 Fall: 1997, 1996, 1995, 1993, 1992
HST 2880.	Honors in History (4)	Fall: 1992
HST 3260.	Industrial Revolution in England (4)	Fall: 1992
HST 3760.	Anglo-Amer. Relations Since 1940 (2)	Fall: 1992
HST 3990.	Directed Reading (2)	Fall: 1992
POL 1160.	International Politics (4)	Spring: 1993
POL 2510.	Foreign Pol. Decline: Brit. since 1945 (4)	Spring: 1993
POL 2520.	Prob. in International Politics (4)	Spring: 1993
SCT 3300.	Modern English & Continental Drama (4) (also THE 3300.)	Fall: 1992
SOC 2040.	Social Institutions of Britain (4)	Spring: 1996, 1995
SOC 3650	European Business & Society (4)	Spring: 1996, 1995
THE 2650.	The English Theatre, 1660-1940	Fall: 1995, 1993
		Spring: 1995
THE 2660.	Mod. Eng. Cont'l. Drama/Lon. Stage (4)	Spring: 1993

MOSCOW, Russia

ANT 3988.*	Individual Study (2)	Spring: 1993
ECN 2088.*	Intermediate Macroeconomics II (4)	Spring: 1995
ECN 2538.**	Political Economy of Russia (4)	Spring: 1993
HST 3318.*	Russia: Origins to 1917 (4)	Fall: 1993
HST 3328.*	Hist. of Rus. Empire & Sov. Union (4)	Spring: 1994
HMN 5008.*	Masterworks of 20th Cent. Rus. Lit. (4)	Spring: 1994
PHI 3958.**	History of Russian Philosophy (4)	Spring: 1993
RUS 2168.*	Intro. to Russian Literature (4)	Spring: 1994
RUS 2188.*	Masterworks 20th Cent. Rus. Liter. (4)	Spring: 1994
RUS 2188.*	Russ. & Sov. Lit. & the Mass Media (4)	Spring: 1993
RUS 2308.*	The Structure of Russian (4)	Spring: 1993
RUS 2408.*	Seminar in Translation (4)	Spring: 1993 Fall: 1993
RUS 2428.*	Research on Culture in Russian (2)	Fall: 1993
RUS 2508.*	Russian Culture & Civilization (4)	Fall: 1993
RUS 2708.*	Advanced Russian (8)	Spring: 1994
RUS 2708.*	Independent Study (2,4,6,8,12)	Spring: 1995, 1993 Fall: 1993
RUS 2708.**	Intensive Rus. Lang. - Intermediate (4)	Spring: 1993
RUS 2708.**	Intermediate Russian Language (4)	Spring: 1993
RUS 2708.**	Rus. Lit. of 19th & 20th Cent. (4)	Spring: 1993
SOC 3988.*	Sociology of the Rus. Republic (4)	Spring: 1994

SALAMANCA, Spain

ART 2029.	Spanish Art & Architecture (2,3,4)	Spring: 1996, 1995, 1994, 1993
ART 5009.	Art History III (8)	Spring: 1994
CLA 2519.	Art and Mythology (4)	Spring: 1994
HST 2019.	General History of Spain (4)	Spring: 1996, 1995, 1994, 1993
SOC 2029.	Social and Political Structures of Present-Day Spain (4)	Spring: 1996, 1995, 1994, 1993
SPA 1829.	Introduction to Spain (2,4)	Spring: 1996, 1995, 1994, 1993
SPA 2019.	Intensive Spanish (2)	Spring: 1996, 1995, 1994, 1993
SPA 2199.	Advanced Spanish (4)	Spring: 1996, 1995, 1994, 1993
SPA 2279.	Spanish-American Literature (4)	Spring: 1994
SPA 2419.	Literature of the Golden Age I (4)	Spring: 1996, 1995, 1994, 1993
SPA 2739.	20th Century Spanish Novel (4)	Spring: 1995, 1993
SPA 2879.	Spec. Topic: Cult. ID in Lat. Am. & US (4)	Spring: 1996, 1995

VENICE, Italy

ART 2693.	Venetian Renaissance Art (4)	Spring: 1996, 1995, 1994, 1993 Fall: 1997, 1996, 1995, 1993, 1992
CLA 2553.	The World of Myth, in Ovid's Metamorph. (4)	Fall: 1992
CLA 2553.	World of Myth in Virgil & Ovid (4)	Spring: 1996, 1995
CLA 2713.	The Roman Civiliz. of Ancient Venetia (4, 3)	Fall: 1992 Spring: 1996, 1995
CLA 2883.	Individual Study - Venice (2,4)	Spring: 1996, 1995
ENG 3653.	Twentieth-Century British Fiction (4)	Fall: 1997
HON 1313.	Approaches to Human Experience 1 (4)	Spring: 1994
HON 1353.	Approaches to Human Experience (4)	Fall: 1997
HON 2433.	Literature, Travel & Discovery (4)	Spring: 1995
HSS 1153.	Physical Conditioning (1)	Fall: 1995
HSS 3703.	Biomechanics of Human Movement (4)	Fall: 1995
HST 2223.	Renaissance & Reformation (4)	Fall: 1996
HST 2253.	History of Venice (4)	Fall: 1996, 1995, 1992, 1993
HST 2263.	Venetian Society & Culture (4)	Fall: 1993 Spring: 1994
ITA 1533.	Intermediate Italian (4)	Fall: 1993
ITA 1993.	Independent Study (4,2)	Spring: 1994
ITA 2153.	Introduction to Italian Literature I (4)	Spring: 1996, 1995, 1993 Fall: 1997, 1996, 1995, 1993, 1992

ITA 2163.	Introduction to Italian Literature II (4)	Spring: 1995, 1994, 1993, Fall: 1995
ITA 2213.	Spoken Italian: Venice (4)	Spring: 1996, 1995, 1994, 1993 Fall: 1997, 1996, 1995, 1993, 1992
MUS 2143.	The Language of Music in Italy (4)	Spring: 1995
PHI 2853.	Philosophy of Art (4)	Fall: 1996
POL 1143.	Intró. to Politics: Comparative (4)	Fall: 1993
POL 2423.	Problems in Comparative Politics (4)	Spring: 1992
POL 2533.	Pol. of Internat. ECN Relations (4)	Fall: 1993
POL 2873.	Individual Study (2,4)	Fall: 1993
PSY 2413.	Developmental Psychology (4)	Spring: 1993
PSY 2803.	Directed Study (4)	Spring: 1993
PSY 3573.	Cross-Cultural Psychology (4)	Spring: 1993

VIENNA, Austria

ANT 3507.	Reemerg. of Ethnic Iden. in East. Eur. (4)	Spring: 1993
ANT 5007.	Hist. of E. Eur. Jews: Coex. & Con. (4)	Spring: 1995
ANT 5007.	Reemerg. of Ethnic Iden. in East Eur. (4)	Fall: 1996
ART 1037.	Austria: Art & Architecture (4)	Spring: 1995 Fall: 1996
ART 2727.	Baroque Art (4)	Spring: 1996
ART 5007.	Austria: Art & Architecture (4)	Spring: 1996, 1994, 1993 Fall: 1996, 1995, 1993
ART 5007.	Critical Approach to Modern Art (4)	Fall: 1996
ART 5017.	Art Analysis (4)	Spring: 1993
BUS 2237.	International Trade & Marketing (4)	Spring: 1995
BUS 2347.	Multinational Bus. Enterprises (4)	Fall: 1996
BUS 5007.	Bus. & Mar. East. & E. Cent. Eur. (4)	Fall: 1993
BUS 5007.	Business Internship (4)	Fall: 1996
BUS 5007.	International Trade & Marketing (4)	Spring: 1993
BUS 5007.	Multinational Bus. Enterprises (4)	Fall: 1996
BUS 5017.	EMoney: Evol. Today's Eurcur. Sys. (4)	Fall: 1996
BUS 5017.	International Finance (4)	Spring: 1993
BUS 5017.	Multinational Bus. Enterprises (4)	Fall: 1993
BUS 5027.	Supervised Bus. Internship (4)	Fall: 1993
ECN 2717.	EMoney: Evol. Today's Eurcur. Sys. (4)	Fall: 1996
ECN 2727.	Intro. to the European Commun. (1)	Fall: 1993
EDU 2027.	Supervised Teaching Internship (4,2)	Spring: 1996, 1995, 1993
EDU 2037.	Supervised Teaching Internship (2)	Spring: 1995
EDU 3627.	Supervised Teaching Intern (2)	Fall: 1996
EDU 3637.	Supervised Teaching Intern (2)	Fall: 1996

ENG 3027.	Comp. Cen. European Lit. I (4)	Fall: 1996
GER 1117.	Elementary German (4)	Fall: 1992
GER 1117.	Elementary German I (4)	Fall: 1996, 1993
		Spring: 1995
GER 1127.	Elementary German II (4)	Spring: 1995, 1993
GER 1127.	Intermediate German I (4)	Spring: 1996
GER 1537.	Intermediate German I (4)	Spring: 1995
		Fall: 1996
GER 2157.	Vienna Theater I (in German) (4)	Fall: 1996
GER 2187.	Conversation & Composition (4)	Spring: 1995
GER 2187.	Intermediate German (4)	Fall: 1993
GER 2187.	Intermediate German II (4)	Fall: 1993
GER 2197.	Conversation and Composition (4)	Fall: 1996
GER 2297.	Business German (4)	Spring: 1995
		Fall: 1996
GER 2707.	Advanced German (4)	Spring: 1996, 1994
		Fall: 1996
GER 2707.	Conversation & Composition (1, 4)	Spring: 1995, 1993
		Fall: 1996
GER 2707.	Elementary German II (1)	Spring: 1994
GER 2707.	Intermediate German (1)	Spring: 1993
GER 2707.	Intermediate German I (4)	Fall: 1996
GER 2707.	Intermediate German II (4)	Fall: 1996, 1993
GER 2707.	Osterreich in Text & Film I (4)	Fall: 1996
GER 2707.	Osterreich in Text & Film II (4)	Spring: 1995
GER 2707.	Vienna Theater I (in German) (4)	Fall: 1996
GER 2707.	Theater in Vienna II (in German) (4)	Spring: 1995
GER 2707.	Vienna Theater II (4)	Spring: 1996
GER 2817.	Vienna Theater II (4)	Spring: 1993
HMN 2157.	Austrian Lit. in a Compar. Eur. Perspec. (4)	Spring: 1993
		Fall: 1992
HMN 2157.	Compar. Cen. Eur. Lit. II (4)	Spring: 1996
HMN 2187.	Compar. Cen. Eur. Lit. I (4)	Fall: 1996
HMN 5007.	Comparative Cen. Eur. Lit. II (4)	Spring: 1996, 1995
HST 5007.	East Eur: WWII to Present (4)	Spring: 1996
HST 5007.	Hist. of E. Eur. Jews: Coexist/Conflict (4)	Spring: 1994
HST 5007.	Vienna: Growth of an Urban Civil. (4)	Fall: 1996, 1993
HST 5007.	Vienna 1900: Le Fin de Siecle (4)	Spring: 1995, 1994, 1993
HST 5017.	Hist. of Austria Since 1918 (4)	Spring: 1994
HST 5017.	East Europe: World War II to Present (4)	Spring: 1995, 1994
MUS 1017	Music in Performance (4)	Fall: 1992
		Spring: 1995
MUS 2227.	Music from Mozart to Mahler (4)	Spring: 1996
MUS 2237.	Music from Mozart to Mahler (4)	Spring: 1995
MUS 5007.	Music from Mozart to Mahler (4)	Spring: 1994
MUS 5007.	Music in Performance (4)	Spring: 1993

PHI 3957.	Philos. of the Vienna Circle (4)	Fall: 1996
POL 2327.	Political Reform in E. Eur. (4)	Spring: 1993
POL 2427.	Neutral and New-Dem. Co. Chang. Eur. (4)	Spring: 1995
POL 2457.	Reemerg. of Ethnic Iden. in East. Eur. (4)	Fall: 1993
POL 2527.	Cen. Eur. Pol. in Age of Upheaval (4)	Fall: 1993
POL 2527.	Internat. Law & Trans. Corp. (4)	Fall: 1996
POL 2527.	Internat. Organ. I: Eur. Integration (4)	Spring: 1995
POL 2527.	Internat. Organ. I: Eur. Integration (4)	Fall: 1993
POL 2527.	Topics in East Eur. Politics I (4)	Fall: 1993
POL 2617.	Internat. Organ. I: Eur. Integration (4)	Spring: 1994
POL 5007.	Political Reform in East Eur. (4)	Fall: 1996
POL 5007.	Top. in Current E. Eur. I (4)	Fall: 1993
PSY 2557.	Personality & Psychopathology (4)	Fall: 1993
PSY 2807.	Psychoanalysis & Exist. Psy. (4)	Fall: 1996, 1992
PSY 3337.	Motivation & Aggression (4)	Spring: 1993
PSY 3357.	Motivation & Aggression (4)	Fall: 1996
PSY 5007.	Psychoanal. & Existential. Psy. (4)	Fall: 1993
PSY 5007.	Personality & Psychopathology (4)	Spring: 1995
		Fall: 1996

Courses on Other Sites

AFRICA

HMN 225S.	The Sahel Encounter (3) (Niger Republic, Burkina Faso, Senegal)	Summer: 1995
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ASIA, PACIFIC RIM

BUS 290.	International Management Study Tour (4) (China, Japan, Hong Kong)	Summer: 1993
POL 242.	Topics in Bangladesh (4)	Summer: 1996

EUROPE

ACC 290.	International Accounting (4) (Belgium, France, Germany, Switzerland, UK)	Summer: 1997, 1996, 1995, 1994, 1993
ANT 381B.	Archeological Research I, II (4,4)	Summer: 1996
382B.	(Ceredo, Italy)	
BUS 208S.	European Business Environment (4)	Summer: 1995
BUS 216.	European Business Environment (4)	Summer: 1994
BUS 223.	International Marketing (4)	Summer: 1994

BUS 290.	International Business Study Tour (4)	Summer: 1997, 1996
BUS 291.	International Marketing Field Study (4) (Austria, England, France, Germany, Italy, Switzerland)	Summer: 1993
EDU 272A.	Geography Study Tour (4)	Summer: 1997, 1996, 1995, 1994, 1993
ENG 31010.	Death, Nature & Change in Med. Liter. (4) (Oxford, England)	Summer: 1995
HMN 241S.	Arts and Sciences Tour of Europe (4)	Summer: 1996, 1995
HMN 50010.	Interdisciplinary Sem. Assessment (2) (Oxford, England)	Summer: 1995
REL 218.	Seminar in the Mediterranean World (4)	Summer: 1993

MIDDLE EAST

REL 315.	Field Research in Biblical Archeology	Summer: 1994, 1993
316.	(4,4) (Caesarea, Israel)	
REL 120.	Introduction to the Bible (4)	Summer: 1997, 1996
315, 316.	Field Research in Biblical Archeology (4,3;4,3) (Both courses combined -Israel)	

CARIBBEAN

ANT 381A.	Archeological Research (4,4)	Summer: 1997,1996, 1995,
382A.	(San Salvador, the Bahamas)	1994, 1993
ANT 383.	Field Research in Cultural Anthropology	Summer: 1997,1996,
384.	(4,3;4,3) (Roatan Island, Honduras)	1995
ANT 384.	Field Research in Cultural Anthropology	Summer: 1994, 1993
	(4,3) (Roatan Island, Honduras)	

WAYNE CALLOWAY SCHOOL OF BUSINESS AND ACCOUNTANCY

Jack E. Wilkerson Jr., Dean
 Assistant Dean Katherine S. Hoppe
 Davis Professor of Business Umit Akinc
 Hylton Professor of Accountancy Thomas C. Taylor
 J. Tylee Wilson Professor of Business Ethics Donald P. Robin
 Price Waterhouse Professor of Accountancy Dale R. Martin
 Benson-Pruitt Associate Professor of Business J. Kline Harrison
 Coopers & Lybrand Faculty Fellow and Assistant Professor Yvonne H. Stewart
 Professors John S. Dunkelberg, Eddie V. Easley, Stephen Ewing,
 Ralph B. Tower, Jack E. Wilkerson Jr.
 Visiting Professor Donald H. Taylor
 Associate Professors S. Douglas Beets, Arun P. Dewasthali, Thomas S. Goho,
 Paul E. Juras
 Assistant Professors Sheri A. Bridges, Jonathan E. Duchac, Debra R. Jessup,
 William M. Marcum, Patricia A. Lobingier, Gordon E. McCray, G. Page West III
 Visiting Assistant Professor Mark W. Huber
 Instructors Helen Akinc, Anna M. Cianci, Tamara M. Greenwood,
 Katherine S. Hoppe
 Lecturers James L. Dominick, E. Clayton Hipp Jr., David K. Isbister,
 Thomas Ogburn
 Executives-in-Residence James H. Clippard Jr., Peter C. Valenti

Mission

The Wayne Calloway School of Business and Accountancy is committed to the delivery of high-quality undergraduate, graduate, and non-degree programs, consistent with the values and traditions of a Wake Forest University liberal arts education.

The Calloway School seeks to attract and develop highly qualified and motivated students from diverse cultural and demographic backgrounds, with a strong interest in pursuing positions of leadership in the global marketplace. The programs foster a high level of student and faculty interaction across a broad range of courses, seminars, experiential activities, and research endeavors to develop:

- an understanding of business as a complex and interdependent process;
- strong analytical and creative problem-solving capabilities; superior team work and communication skills; sensitivity to ethical issues; and the ability to use technology and to understand the leveraging effects of technological innovation;
- ongoing partnerships between students, faculty, alumni, and the business sector that promote a lifelong learning perspective.

The faculty is a community of dedicated teachers and scholars committed to excellence in academic instruction, research, and other scholarly pursuits.

The Calloway School endeavors to maintain national recognition for its academic excellence by being responsive to its constituency and contributing substantially to the personal and professional growth and satisfaction of its students.

Programs

Three four-year programs of study leading to the bachelor of science degree are offered. Students may choose a major in either business, analytical finance, or mathematical business (in cooperation with the Department of Mathematics and Computer Science). A five-year program of study leading to a bachelor of science and a master of science degree with a major in professional accountancy also is offered.

The five-year program is an integrated BS/MS program in accountancy. Interested students will declare an accountancy major during their sophomore year and will apply to the master's program during their third year. Students will receive both the BS and the MS degrees upon completion of the program.

Objectives

The primary objective of the business program is to provide a general study of business which will enable graduates to enter the business world with a breadth of understanding of relevant business problems and concepts. The general, as opposed to specialized, orientation of the major in business is appropriate for Wake Forest in light of both its strong liberal arts tradition and its small size.

The primary objective of the analytical finance program of study is to provide students with a thorough understanding of the finance functions of business, especially as they relate to one another, preparing the students for careers in such fields as financial services and investment banking.

The primary objective of the mathematical business program is to prepare the students with a thorough understanding of the business functions and to equip them with the requisite mathematical, statistical and computer tools to deal with complex decision problems in these functional areas.

The primary objective of the five-year professional accountancy program is to give students a thorough understanding of the practice of professional accounting and of the theoretical framework which supports the practice of professional accounting. Skills necessary to address ill-defined and/or unstructured practice problems are developed in a series of case-based research and analysis courses. In addition, opportunities exist within the program of study to enhance awareness of practice issues on both a domestic and international level through a professional internship program and an international study tour program.

All programs in the Calloway School are accredited by the American Assembly of Collegiate Schools of Business.

Admission

Admission to the Calloway School is by formal application, and applicants will be screened by the Committee on Admission and Continuation of the Wayne Calloway School of Business and Accountancy. Before being considered for admission to the Calloway School, the applicant first must have been admitted to Wake Forest College. Minimum requirements for admission to the Wayne Calloway School of Business and Accountancy are completion of sixty-five credits with an overall grade-point average of 2.2, completion of Economics 150, Mathematics 108 or 111 (Mathematics 111 for the mathematical business major), Accounting 111 and 112, and a 2.0 average in these four courses. In addition, students should have completed Business 100 and Communication 110. Students who have not met fully the above requirements may request a one-semester provisional acceptance.

The number of students who can be accommodated is limited. Meeting the minimum requirements is not a guarantee of admission. Therefore, the Calloway School reserves the right to grant or deny admission or readmission to any student even though he or she meets the minimum requirements. Readmission to the Wayne Calloway School of Business and Accountancy first requires readmission to Wake Forest College, requirements for which are discussed on page 33.

Transfer of Credit from Other Schools

It is expected that most work toward degrees offered by the Wayne Calloway School of Business and Accountancy will be taken in the Calloway School. For students wishing to transfer credit from other schools, the following general guidelines apply:

- (a) Courses at another school passed with the minimum passing grade at that school may not be transferred.
- (b) Courses transferred in business and accountancy may be subject to validating examinations.
- (c) No work in courses numbered 200 and above will be accepted from two-year schools.
- (d) Courses taken elsewhere in subjects not offered at the Wayne Calloway School of Business and Accountancy will not necessarily count towards the credits required in the Calloway School.
- (e) Only one course so transferred may be an elective unless such course is from an international program approved by Wake Forest University, in which case two such electives may be so transferred.
- (f) Business 371 cannot be transferred from another institution; it must be taken in the Calloway School.

For the BS in business, a minimum of forty credits must be earned in the Wayne Calloway School of Business and Accountancy at Wake Forest University; for the BS in analytical finance, the minimum credits earned in the Calloway School must total forty-eight; for the BS/MS in professional accountancy, a minimum of fifty-four credits and thirty graduate semester hours must be earned in the Calloway School; and for the BS

in mathematical business, a minimum of forty credits must be earned in the Calloway School and/or the mathematics and computer science department at Wake Forest University.

Requirements for Continuation

In addition to the requirements stated on page 32, a student must be academically responsible and must show satisfactory progress towards completing the requirements for the degree. The administration of the Wayne Calloway School of Business and Accountancy will notify the student if satisfactory progress is not being made and, after consultation with the Committee on Admission and Continuation, will decide if the student may continue as a major in the Calloway School.

Requirements for Graduation

The Wayne Calloway School of Business and Accountancy confers the bachelor of science degree with a major in either business, analytical finance, or mathematical business. The Calloway School also confers the master of science degree (concurrently with the bachelor of science degree) in professional accountancy. The requirements for completion of the degrees are those in effect at the time the student enters the Calloway School. For the major in business, a student must complete the following course work: Accounting 111 and 112; Business 100, 201, 202, 211, 221, 231, 241, 251, 261, and 371; Economics 150; Mathematics 108 or 111; Communication 110; and a minimum of twelve credits from Business 209, 212, 213, 215, 223, 224, 225, 226, 227, 232, 233, 234, 235, 236, 237, 242, 243, 253, 254, 262, 265, 281, 290, 291, 293, 338 or accounting courses numbered 200 or above. One elective may be taken from economics courses numbered 200 or above.

The analytical finance requires the following courses: Accounting 111, 112, 211, and 212; Business 100, 201, 211, 221, 231, 232, 237, 241, 251, 261, 371; Economics 150; Mathematics 108 or 111; Communication 110 and a minimum of twelve credits from Business 233, 234, 235, 236, 291, 293, 338.

Prerequisites for the mathematical business major include the following courses: Accounting 111 and 112; Mathematics 111; Economics 150; Communication 110, and Business 100. Computer Science 111 and 112 are strongly recommended. Requirements for the mathematical business major are: Mathematics 112, 253 (or Business 202), 256, 301, 302, 353; Business 211, 221, 231, 241, 251, 292; and a minimum of twelve additional credits—four credits in business and eight in mathematics chosen from four credit courses at the 300 level or above, excluding 381.

For the combined bachelor of science/master of science degree in professional accountancy, the following course work must be completed: Accounting 111, 112, 211, 212, 321, 330, 331, 351, 352, 414, 454, 480, and 490; Business 100, 201, 211, 221, 231, 237, 241, 251, 261, 371, 462, and an approved international course; Economics 150; Mathematics 108 or 111; and Communication 110.

In addition to the courses stipulated above, the student in business and accountancy also must meet the following requirements for graduation:

- (a) a minimum of 144 credits for the four-year programs and 144 credits plus 30 graduate semester hours for the five-year program, including the basic and divisional requirements established by Wake Forest College;
- (b) a minimum grade-point average of 2.0 on all work attempted at Wake Forest;
- (c) a minimum grade-point average of 2.0 on all work attempted at other institutions; and
- (d) an overall 2.0 grade-point average on all business and accountancy courses.

Senior Honors Program

Students with a grade-point average of at least 3.0 on all college work and who are eligible for membership in Beta Gamma Sigma are invited to apply for admission to the honors program in business and accountancy. A project, paper, or readings, and an oral examination are required. Those who successfully complete the requirements specified by the School are graduated with the designation "Honors in Business" or "Honors in Accountancy." For additional information, interested students should consult a member of the faculty of the Wayne Calloway School of Business and Accountancy.

Beta Gamma Sigma, National Honor Society

Membership in Beta Gamma Sigma is the highest national recognition a student can receive in an undergraduate program in accounting or business. To be eligible for membership, a student must rank in the upper 7 percent of the junior class or the upper 10 percent of the senior class.

Courses of Instruction

Business

100. Introduction to Computers and Business Applications. (2) Fundamentals of computers, related peripheral technologies and basic telecommunications concepts. Knowledge and basic skills of business software applications including the operating system and windows, spreadsheets, business presentation graphics, and databases. C—Accounting 111 or P—Accounting 111. *Closed to freshmen and seniors.*

201. Quantitative Analysis I. (4) This course emphasizes the understanding and application of quantitative tools used in the business decision-making process. Specific issues covered include collection and presentation of data, sampling, and inferences. P—Business 100.

202. Quantitative Analysis II. (4) This course is a continuation of Business 201. Additional statistical analysis tools are covered including linear programming. P—Business 201.

209. Seminar: Contemporary Issues in Business. (2,4) The course examines current business issues using the theory and practices covered in the core courses. Topics may include recent global business events and policies, corporate takeovers and restructurings,

business aspects of health care, workplace issues, the relationship of government and business decisions, among others. The topics discussed will change each semester reflecting the important issues at that time. P—Senior status and permission of instructor.

211. Organizational Theory and Behavior. (4) This course focuses on the behavior, structure, and processes within organizations. Emphasis is on developing knowledge and skills regarding the role of individuals and groups within organizations, as well as the functions of organizational systems and dynamics.

212. Human Resource Management. (4) This course focuses on important human resources management (HRM) skills that are frequently used by line managers. Upon completion of the course, students should be literate in basic HRM concepts, knowledgeable of line managers' HRM responsibilities, and skilled in HRM applications as prospective line managers. P—Business 211.

213. Entrepreneurship. (4) The course is designed to acquaint students with entrepreneurship in practice, and to help students assess whether an entrepreneurial path makes sense for them. Students will define their own new business opportunities and will design a business plan for a new business start-up. Topics covered will include marketing research and screening new venture ideas, the qualities which successful entrepreneurs and their management teams possess, growth and transition issues for new ventures, legal and financial issues in start-ups, and raising capital. P—Business 211, 221, and 231, or permission of the instructor.

215. International and Comparative Management. (2,4) This course deals with the global issues in management. Particular emphasis is placed on the different management philosophies and styles employed by managers in an international context. The course is conducted in a seminar format and focuses on the complexities involved in operating in different cultures and the implications which these cultural differences have on managing organizations and their employees' behavior. P—Business 211.

221. Principles of Marketing. (4) A study of the role of marketing in business and the economy. Emphasis is on the examination of marketing concepts, functions, institutions, and methods. P—Economics 150 and Business 100.

223. International Marketing. (4) Study of problems and opportunities in marketing overseas, analysis of cultural, economic, and political environment of foreign marketing operations, organization, and control of the multinational company. P—Business 221.

224. Marketing Research. (4) Introduction to fundamentals of research methodology and use of research information in marketing decision-making. Topics include research design, data collection methods, scaling, sampling, and alternate methods of statistical data analysis. Students design and execute their own research projects. P—Business 201 and 221.

225. Consumer Behavior. (4) Study of interdisciplinary behavioral science findings in buying decision processes and application of this knowledge to the design of marketing strategies and to the development of creative communication programs. P—Business 221.

226. Retail Management. (4) This course is designed to acquaint the student with the scope, current trends and elements of retail management. Topics covered will include market structure of retailing, consumer behavior and retail strategy, changing retail institution types, merchandising strategies, basic financial tools essential to retail profitability and current research in retailing. P—Business 221.

227. Marketing Communications. (4) Marketing communications—the “promotion” part of the four Ps—is designed for students who want to pursue careers in marketing. The overall course objective is to improve students’ ability to communicate with consumers by helping them determine whom to talk to, what to say, and how to say it. In addition to advertising, the course addresses such elements of a marketing communications program as consumer and trade promotions, direct mail, publicity, packaging, point of sale material, and event sponsorship. Discussions, cases, in-class exercises, short oral presentations, and a marketing communications campaign project are among the instructional methods used in the course. P—Business 221.

231. Principles of Finance. (4) An introduction to the field of finance including financial management, investment analysis, and financial institutions and markets. Emphasis is placed on financial management at the level of the business entity or nonprofit organization. P—Business 100, Accounting 112, and Economics 150.

232. Advanced Financial Management. (4) Management decision-making applied to the financial function, including investment, financing, dividend, and working capital decisions and their impact on the value of the firm. P—Business 231.

233. Investment Analysis. (4) Study of investment alternatives, expected returns, and corresponding risks; valuation of stocks and bonds applying both fundamental and technical analysis; survey of past and current methods of stock selection techniques, including portfolio considerations. P—Business 231.

234. Multinational Financial Management. (2,4) Analysis of the international aspects of managerial finance. Emphasis upon institutional and environmental factors influencing capital acquisition and allocation. P—Business 231.

235. Financial Institutions & Markets. (4) A thorough examination of the role of financial intermediaries in a free market economy and the functions of financial institutions within money and capital institutions. Topics include asset, liability, and capital management, the regulatory environment, and special topics. Special topics may include risk management techniques utilizing proprietary insurance to neutralize the effects of risk inherent in daily life: termination or suspension of earnings, liability exposures, and potential losses of real and personal property values. P—Business 231.

236. Financial Derivatives. (2) Futures, options, and swaps are the three most important types of financial derivatives and they are linked by a common pricing framework. This course emphasizes the use of these derivatives in risk management but includes speculative strategies that can be implemented with them. P—Business 231.

237. Taxes and Their Role in Business and Personal Decisions. (4) Study of basic concepts of federal and state income taxation with an introduction to sales, property, and

payroll taxes. Emphasis on the impact of taxation on business and personal tax planning and on the importance of compliance. P or C—Accounting 211 or permission of instructor.

241. Production and Operations Management. (4) A study of the problems of the operations function in organizations, their interfaces with other functional areas, and the methods of their solutions. Topics include process selection, forecasting, aggregate planning, job shop scheduling, project management, MRP inventory management, facilities location and design, quality planning and control. P—Business 201.

242. International Operations Management. (2) This course represents a relatively new dimension in the field of production and operations management. It is intended to introduce the student to the international aspects of managing manufacturing service operations drawing on relatively modest amount of literature—books, articles, and cases that have recently accumulated. The following topics will be covered: international exchange rates, international logistics, international facility location decisions, international sourcing, joint manufacturing ventures and their strategic implications and performance analysis of multinational production systems. P—Business 241.

243. Management of Innovation-Based Enterprises. (4) This course explores the unique challenges and opportunities of businesses which have technology or innovation as a driving force of the firm. Major themes of the course include: the development of product line and technology strategy as the basis for competition; evaluating the need and demand for a new product, product line extension or service; developing and marketing new products and services; and regulatory and ethical issues in innovation. P—Business 221 and 241.

251. Management Information Systems. (4) An introduction to the business issues associated with information technology, designed to provide a broad perspective for managing an organization's information resources. The course begins with an overview of computing technology currently used in business organizations, including hardware, software, telecommunications and networking technology and database management systems. Techniques for developing and implementing corporate information systems are addressed, as are advanced applications of information technology. Frameworks are developed for contemplating when the use of such technologies is appropriate. Finally, the strategic, ethical and international implications of information systems is examined. P—Business 100.

253. Advanced Topics in Information Technology. (2) The course consists of three distinct components. First, analysis, design, and development of a database application is undertaken. Second, a series of case studies relating to the management of information technology and its competitive uses is performed. Third, an in-depth study is made of selected information systems issues that are currently foremost in the profession. The course is predominantly discussion-oriented, stresses collaborative learning, and includes actual use of the technologies addressed in the course. P—Business 100 and 251.

254. Decision Support Systems. (2) This course provides an overview of the theoretical and organizational aspects of decision support systems, including descriptive and

prescriptive decision-making concepts, individual and group decision support systems, and executive information systems. The course includes use of current decision support technologies. P—Business 100 and 251.

261. Legal Environment of Business. (4) A study of the legal environment in which business decisions are made in profit and nonprofit organizations. Emphasis is put upon how the law develops and how economic, political, social, international, and ethical considerations influence this development. Includes substantive areas such as torts and government regulation of the employment relationship, the competitive marketplace and the environment. P—Accounting 111.

262. Business Law. (4) A study of substantive law topics applicable to business transactions including contracts, agency, property, the UCC and business organizations with an emphasis on how these subjects intersect with the functional areas of business and affect managerial decision-making. P—Business 261.

265. Ethics and Business Leadership. (4) An interdisciplinary exploration of ethics applied to business. The lecture, readings, and case-based approach introduces the necessary background information and then utilizes examples of ethical and unethical situations to develop an understanding of how an efficient and effective business can also be ethical. P—Junior or senior standing. (*One-half of enrollment spaces are available for non-CSBA students.*)

281. Individualized Reading and Research. (2,3, or 4) Directed study in specialized areas of business. P—Permission of instructor.

290. International Business Study Tour. (4) An experiential learning course which provides students with an exposure to and understanding of the distinctive characteristics of global versus domestic operations in foreign settings. Each of the functional areas of business (marketing, operations, finance, human resources management, information systems, and strategic management) are covered through various site visits and presentations in selected foreign countries. Background readings and assignments are required prior to departure, with a subsequent paper to be completed upon return. P—Permission of instructor. *Taught overseas in the summer.*

291. Introduction to International Financial Institutions and Markets. (4) A comparative survey of the financial institutions and markets of the major national economies of the world (Germany, Japan, United Kingdom, and United States) with emphasis on (1) the roles of financial intermediaries and markets in these economies, (2) the regulatory environments of these economies, and (3) institutional and environmental factors influencing international capital acquisition and allocation among these economies. This course will draw on London's role as an international financial center to provide a strong experiential learning component. P—Permission of instructor. *Taught overseas in the spring.*

292. Seminar in Mathematical Business Analysis. (4) This seminar provides mathematical business majors with a forum where they can actually see how the mathematical, statistical and computer techniques can be brought to bear on many

business problems from a variety of business functions. Emphasis will be more on studying the process of modeling and implementation issues of the solutions and less on the algorithmic details devised for effective model solution. Critical and reflective thinking about models and translation of their results into management action that will add value to a process system will be a major objective. Another objective of the seminar will be to foster group work and the sharpening of presentation skills. P—Business 211, 221, 231, 241, and Mathematics 256, 353.

293. Applied Risk Management. (4) Professional risk management field work, under the direction of a faculty member. Students gain relevant practical experience that is integrated with casework and risk management theory. Emphasis is placed upon analysis, decision making in a global environment, teamwork, written and verbal skills, presentation skills, and using technology to solve programs. P—Permission of instructor. Senior standing.

295. Summer Management Program. (8) A study of the various functions of business including accounting, finance, information systems, management, marketing, production, and strategic planning. *Offered only in the summer and open only to junior and senior liberal arts majors.* Special application and admission procedures.

338. Financial Statement Analysis. (2) A study of the techniques used to analyze and interpret the information in corporate financial statements. Emphasis is placed on (1) accounting methods used in the preparation of financial statements, (2) implications of management's accounting choices for evaluation of corporate performance by creditors and investors, and (3) linkages among financial statement items. P—Business 232 or permission of instructor.

371. Strategic Management. (4) This course focuses on the derivation of competitive advantage by organizations. The course emphasizes the activities of general managers who are responsible for the shape, character, and overall direction of the total enterprise. Course content includes analyzing the effects of industry and competitive environments on the firm, determining the strategic basis upon which the firm should compete, formulating and implementing integrative action plans which enhance performance, and strategic leadership. Emphasis is placed on applying principles of competitive analysis and strategic planning to case studies of domestic situations, diversification, globalization, corporate turnaround, and in the use of computerized business simulations. P—Business 211, 221, 231, and 241.

395. Seminar in Fundamentals of Business. (6) A study of the various functional areas of business, including finance, information systems, management, marketing, production, and strategic planning. *Offered only in the summer.* P—Admission to master of science in accountancy program.

462. Business Law for Accountants. (4) A study of substantive law topics applicable to business transactions including contracts, agency, property, the Uniform Commercial Code, and business organizations, with emphasis on areas with auditing and accounting implications. P—Admission to MS program and Business 261.

Accountancy

110. Introduction to Financial and Management Accounting. (4) Basic accounting concepts and procedures used in the preparation of financial reports issued to stockholders, creditors, and managers of business enterprises. Open only to juniors and seniors not majoring in business or accountancy. Cannot be substituted for Accounting 111.

111. Introductory Financial Accounting. (4) An introduction to financial accounting and reporting, including the role of financial information in business decisions, the basic financial statements, and the processes used to prepare these financial statements. Students are introduced to the accounting and reporting issues associated with an organization's financing, investing, and operating activities. Sophomore standing.

112. Introductory Management Accounting. (4) A study of the concepts fundamental to management accounting which aid in decision making, performance evaluation, and planning and control. The topics covered in the course include product costing systems, budgeting, differential and breakeven analysis, responsibility accounting, cost allocation, and management accounting reports. P—Minimum of C in Accounting 111.

211. Financial Accounting Theory and Problems I. (5) A study of the conceptual framework underlying financial accounting in the U.S. as well as the financial accounting standards setting process and the basic corporate financial statements. Financial accounting and reporting issues associated with receivables, inventories, property, plant, and equipment, and intangible assets are also examined. P—Business 100 and minimum of C in Accounting 112.

212. Financial Accounting Theory and Problems II. (5) An examination of financial accounting and reporting issues associated with current liabilities and contingencies, long-term liabilities, partners' and stockholders' equity, investments in debt and equity securities, business combinations, and consolidated and multinational enterprises. P—Minimum of C in Accounting 211.

280. Contemporary Issues in Accounting and Finance. (2) This course focuses on the role of management in the formulation of financial reporting policies and practices with an emphasis on the impact of these policies and practices on financial reports, decisions, and markets. Contemporary accounting and finance topics such as earnings management, lease capitalization, cash flow vs. earnings reporting, foreign currency translation, debt extinguishment, oil and gas accounting, among other issues, are analyzed in the course. P—Permission of instructor.

290. International Accounting. (4) An experiential learning course that provides students with an opportunity to learn about international and transnational accounting standards, policies, and practices. Students will participate in a study tour of several selected countries and will gain an international accounting and business perspective through meetings with individuals in government, professional accounting firms, financial institutions, and manufacturing companies. P—Accounting 211 and permission of the instructor. *Taught overseas in the summer.*

291. Introduction to Comparative International Financial Reporting. (4) A comparative survey of the major financial reporting models of the world (British-American Model, Continental Model, South American Model, Mixed Economy Model, and Emerging Models). Emphasis is placed on the diversity of international financial reporting practices and associated cultural and economic drivers, as well as attempts to harmonize international financial reporting practices and associated economic drivers. This course will draw on London's role as an international financial center to provide a strong experiential learning component. P—Permission of instructor. *Taught overseas in the spring.*

321. Advanced Management Accounting. (4) Advanced study of management accounting topics including strategic and operational decisions, behavioral issues related to budgeting, transfer pricing, performance measurement, and contemporary issues in accounting for management planning and control. P—Business 241, minimum of C in Accounting 112.

330. Tax Research Methods. (1) A survey of the methods and resources used by tax practitioners in researching compliance and planning issues. P—Business 237 or permission of instructor.

331. Federal Taxation of Corporations, Partnerships, Estates, and Trusts. (4) A review of federal taxation principles associated with the organization, operation, and dissolution of corporate, partnership and tax-exempt organizations. Introduction to federal estate and gift taxes and to income taxation of trusts and estates. P—Admission to MS program or permission of instructor.

332. Selected Topics in Taxation. (4) A review of advanced tax topics including consolidated tax returns, international transactions, multistate corporate taxation and family tax planning. P—Accounting 331.

351. Accounting Information Systems. (2) A study of the design and operation of accounting systems including the revenue, expenditure, and administrative transaction cycles. Emphasis is placed upon the necessary controls for reliable data. P—Accounting 112 and Business 251.

352. Introduction to Auditing. (5) An examination of basic auditing concepts and practices, and the auditor's professional responsibilities. Emphasis is placed upon auditing standards and the auditing procedures commonly used in public accounting. P—Admission to the MS program, C or above in ACC 212; C—Accounting 351.

378. Individualized Reading and Research. (2,3, or 4) Directed study in specialized areas of accountancy. P—Permission of instructor.

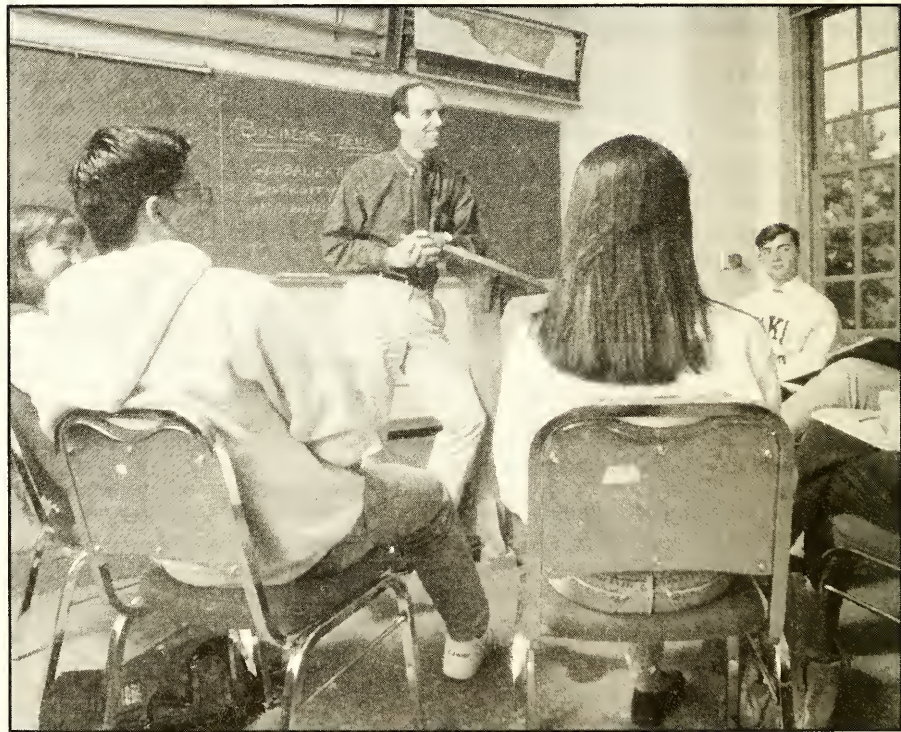
390. Professional Accounting Internship. (6) Professional accounting field work, under the direction of a faculty member, in a public accounting firm, corporate enterprise, or not-for-profit organization. Students gain relevant practical experience which builds on prior coursework and provides an experiential knowledge base for coursework in the fifth year. P—Admission to MS program and permission of the instructor.

414. Seminar in Financial Reporting. (5) An examination of a variety of financial reporting topics, including revenue recognition, income taxes, pensions and postretirement benefits, leases, accounting changes and error analysis, interim and segment reporting, and the statement of cash flows. P—Admission to MS program and minimum of C in Accounting 212.

454. Advanced Auditing and Assurance Services. (5) A study of current issues, practices, and techniques related to auditing. Students will utilize available research materials, databases, personal auditing experience, and practitioner sources to address auditing issues. Emphasis is placed upon analysis, teamwork, writing, and presentation skills. P—Admission to MS program, Accounting 352 or permission of the instructor.

480. Accounting Research Methods and Resources. (2) An introduction to research methods and resources used to investigate issues and problems arising in a professional accounting environment. P—Admission to MS program.

490. Integrated Study of Critical Issues in Accounting and Taxation. (6) An examination of contemporary accounting and tax issues using an integrative case approach. In this capstone course, students analyze cases, prepare written reports, and make oral presentations, all on both an individual basis and in teams. P—Accounting 480.



ENROLLMENT

All Schools—Fall 1996

	Men	Women	Total
Undergraduate Schools	1,913	1,928	3,841
<i>(Includes fifth-year BS/MS students in accountancy)</i>			
The Graduate School (Reynolda Campus)	188	233	421
The Graduate School (Bowman Gray Campus)	85	81	166
The School of Law	293	182	475
Babcock Graduate School of Management	472	155	627
The Wake Forest School of Medicine	314	263	577
<i>(Includes Allied Health)</i>			
University Totals	3,265	2,842	6,107

Geographic Distribution—Undergraduates

By State (1997-98 Academic Year)

Alabama	24	Kentucky	44	Ohio	94
Alaska	1	Louisiana	21	Oklahoma	11
Arizona	7	Maine	11	Oregon	10
Arkansas	6	Maryland	154	Pennsylvania	241
California	58	Massachusetts	112	Rhode Island	24
Colorado	14	Michigan	11	South Carolina	122
Connecticut	101	Minnesota	11	Tennessee	108
Delaware	20	Mississippi	12	Texas	107
District of Columbia	9	Missouri	32	Utah	2
Florida	218	Montana	0	Vermont	12
Georgia	222	Nebraska	10	Virginia	211
Hawaii	0	New Hampshire	11	Washington	9
Illinois	46	New Jersey	206	West Virginia	41
Indiana	30	New Mexico	1	Wisconsin	15
Iowa	5	New York	176	Wyoming	2
Kansas	4	North Carolina	1,195	Territories	1

By Country (1996-97 Academic Year)

Barbados	1	Japan	1	Rep. of South Africa	1
Bolivia	2	Kenya	1	Russia	2
Canada	7	Korea	1	Spain	7
Colombia	1	Mexico	1	Switzerland	1
Ecuador	1	Netherlands	2	Turkey	1
Germany	1	Norway	1	United Arab Emirates	2
Ghana	2	Pakistan	1	United Kingdom	6
India	1				

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Wake Forest College and Graduate School

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 Robert Demsey, Rancho Sante Fe, CA

Evelyn P. Foote, Accokeek, MD
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 Richard A. Riley, Hinsdale, IL
 Betty L. Siegel, Kennesaw, GA
 Dale R. Walker, New York, NY
 Jeanne P. Whitman, Dallas, TX

TERMS EXPIRING JUNE 30, 1999

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 Eileen Wilson-Oyelaran, Winston-Salem
 Jonathan H. Witherspoon, Winston-Salem

TERMS EXPIRING JUNE 30, 2000

Catherine B. Burroughs, Brooktondale, NY
 Clifford H. Clarke, Kamuela, HI
 E. Ray Cope, Winston-Salem
 Wilbur S. Doyle Sr., Martinsville, VA
 Noel L. Dunn, Winston-Salem

Timothy See Yiu Lam, Vienna, VA
 Randall D. Ledford, Plano, TX
 Dennis G. Manning, Lexington, VA
 James A. Martin Jr., Winston-Salem
 Edward C. Michaels III, Atlanta, GA

Stanley Frank, Greensboro
 Beverly J. Freeman, Atlanta, GA
 Stephen W. Gilbert, Washington, DC
 Glenda E. Gilmore, New Haven, CT
 Thomas C. Griscom, Winston-Salem
 James R. Helvey III, New York, NY
 Nancy L. Ingram, Winston-Salem

Penelope E. Niven, Winston-Salem
 John H. Parrish, La Jolla, CA
 Howard A. Rollins Jr., Atlanta, GA
 Lloyd P. Tate, Raleigh
 Anne-Lee Verville, White Plains, NY
 Janet P. Wheeler, Winston-Salem
 Mary Helen W. Young, Malibu, CA

TERMS EXPIRING JUNE 30, 2001

F. Hudnall Christopher Jr., Winston-Salem Beverly B. Lambert, Roanoke, VA
 Robert M. Frehse Jr., Bronxville, NY William L. Salter, Saint Charles, IL
 Fenton H. Hord, Raleigh William W. Webb, Chapel Hill

Ex-Officio Members

Samuel P. Rothrock, President, Alumni Council, Winston-Salem
 Celeste M. Pittman, Board of Trustees Representative, Rocky Mount

The Board of Visitors

Wayne Calloway School of Business and Accountancy

David Barger, Greensboro
 James David Barlett Jr., RTP
 Wendy Burden, Winston-Salem
 Michael A. Carter, New York, NY
 Mark Chain, Wilton, CT
 H. Paul Chapman, Charlotte
 Ashby M. Cook Jr., Greensboro
 Victor N. Daley, Des Moines, IA
 Edwin A. Dalrymple Jr., Charlotte
 Frederick W. Eubank, Charlotte
 John J. Fosina, New York, NY
 Ingrid K. Gentry, Louisville, KY
 C. Stanley Hamm, Atlanta, GA
 Dennis Hatchell, Winston-Salem
 Gregory B. Hunter, Winston-Salem
 A. Dale Jenkins, Raleigh
 M. Benjamin Jones, New York, NY
 Meg Jones, Charlotte
 Richard Kauffeld Jr., Toronto, Ontario
 John Keener, Charlotte
 Gary B. Lambert, Washington, DC

James R. Lattanzi, Greensboro
 Lisa Patterson Lawrence, Charlotte
 Scott Livengood, Winston-Salem
 T. Jefferson Lovington IV, Charlotte
 Patricia P. Lunka, New York, NY
 Morris D. Marley, Winston-Salem
 George Minnich, Avon, CT
 William C. O'Neil Jr., Nashville, TN
 Dennis R. Reigle, Chicago, IL
 Gary L. Rhea, Winston-Salem
 Larry P. Scott, New York, NY
 Kenneth C. Sharp, Charlotte
 Gilbert Simonetti III, New York, NY
 Clay Small, Dallas, TX
 Patricia G. Stiles, Chicago, IL
 Peter Stiles, Chicago, IL
 June K. Stroh, Los Angeles, CA
 Porter B. Thompson, Greensboro
 Michael J. Wilk, New York, NY
 Jackson D. Wilson Jr., Winston-Salem

Ex-Officio Member

Jeffrey D. Frisby, Winston-Salem

THE ADMINISTRATION

Date following name indicates year of appointment

University

Thomas K. Hearn Jr. (1983) *President*
BA, Birmingham-Southern; BD, Southern
Baptist Theo. Seminary; PhD, Vanderbilt

John P. Anderson (1984) *Vice President for Finance and Administration*
BS, MS, PhD, Georgia Tech.;
MBA, Alabama (Birmingham)

Russell E. Armistead Jr. (1976) *Vice President for
Health Services Administration*
BS, Virginia Poly. Inst. and SU;
MBA, Wake Forest

Sandra Combs Boyette (1981) *Vice President for University Advancement*
BA, UNC-Charlotte; MEd, Converse;
MBA, Wake Forest

David G. Brown (1990) *Provost*
BA, Denison; MA, PhD, Princeton

Leon H. Corbett Jr. (1968) *Vice President and Counsel*
BA, JD, Wake Forest

Richard H. Dean (1986) *Senior Vice President for Health Affairs*
BA, Virginia Military Institute;
MD, Medical College of Virginia

Samuel T. Gladding (1990) *Associate Provost*
BA, MAEd, Wake Forest;
MAR, Yale; PhD, UNC-Greensboro

Louis R. Morrell (1995) *Vice President for Investments
and Treasurer*
BS, Babson College; MBA, Massachusetts

Edwin G. Wilson (1946, 1951) *Senior Vice President*
BA, Wake Forest; AM, PhD, Harvard

Kenneth A. Zick (1975) *Vice President for Student Life and
Instructional Resources*
BA, Albion; JD, Wayne State;
MLS, Michigan

College

Paul D. Escott (1988) *Dean of the College*
BA, Harvard; MA, PhD, Duke

Toby A. Hale (1970) *Associate Dean*
BA, Wake Forest; MDiv, Duke; EdD, Indiana

William S. Hamilton (1983) *Associate Dean*
BA, MA, PhD, Yale

Patricia Adams Johansson (1969) BA, Winston-Salem State; MA, Wake Forest	<i>Associate Dean</i>
Paul N. Orser (1989) BS, Wake Forest; MS, PhD, Emory	<i>Associate Dean and Dean of Freshmen</i>
Claudia Newell Thomas (1986) BA, College of Notre Dame of Maryland; MA, Virginia; PhD, Brandeis	<i>Associate Dean</i>
Jeryl Prescott (1994) BS, Clemson; MA, NCA&T; PhD, South Florida	<i>Assistant Dean</i>
W. Douglas Bland (1975) BA, MA, Wake Forest	<i>Director of Academic Services and Assistant to the Dean of the College</i>

Provost

David G. Brown (1990) BA, Denison; MA, PhD, Princeton	<i>Provost</i>
--	----------------

Graduate School

Gordon A. Melson (1991) BS, PhD, Sheffield (England)	<i>Dean of the Graduate School</i>
Robert N. Shorter (1958) BA, Union; MA, PhD, Duke	<i>Associate Dean of the Graduate School</i>

School of Law

Robert K. Walsh (1989) BA, Providence; JD, Harvard	<i>Dean of the School of Law</i>
Ralph A. Peeples (1979) BA, Davidson; JD, New York University	<i>Associate Dean, Academic Affairs</i>
James Taylor Jr. (1983) BA, JD, UNC-Chapel Hill	<i>Associate Dean, External Affairs, and Director of Clinical Programs</i>
William T. Barrett (1994) BA, JD, Washington and Lee	<i>Director of Placement</i>
James C. Cook (1992) BS, South Carolina; JD, Wake Forest	<i>Director of Continuing Legal Education</i>
Jean K. Holmes (1985)	<i>Activities Coordinator</i>
Margaret C. Lankford (1990) BS, UNC-Greensboro	<i>Budget Officer</i>
Linda J. Michalski (1983) BS, UNC-Greensboro	<i>Director of Professional and Public Relations</i>

Melanie E. Nutt (1969)	<i>Director of Admissions and Financial Aid</i>
Robin P. Simonds (1994) BA, Yale; JD, Colorado	<i>Director of Educational Technology</i>
LeAnn P. Steele (1977) BMu, Salem	<i>Registrar</i>

Babcock Graduate School of Management

R. Charles Moyer (1988) BA, Howard; MBA, PhD, Pittsburgh	<i>Dean and Integon Chair of Finance</i>
Charles R. Kennedy Jr. (1989) BA, PhD, Texas (Austin)	<i>Associate Dean for Academic Affairs and Director of Flow Institute</i>
Robin Roy Ganzert (1988) BS, MBA, Wake Forest	<i>Assistant Dean of Administration Human Resources</i>
Mary C. Goss (1992) BS, Southern Illinois; MBA, Pepperdine	<i>Assistant Dean of Admissions, Career Services, and Student Services</i>
Jamie Barnes (1998) AA, Wesley, Delaware; MBA, Wake Forest	<i>Director of Evening and Executive MBA Programs</i>
Melissa N. Combes (1996) BA, Washington College; MBA, Wake Forest	<i>Director of Alumni and Development Relations</i>
Patricia B. Divine (1988) BS, Virginia	<i>Director of External Relations and Publications</i>
Allen Helms (1993) BS, UNC-Charlotte	<i>Director of Information Services</i>
Mary P. Lai (1996) BA, Mount Mary College; MBA, Marquette	<i>Director of the Charlotte MBA Program</i>
Steve Price (1995) BS, UNC-Chapel Hill; MBA, Wake Forest	<i>Director of Management Education</i>
Matthew H. Wilson (1996) BA, The Citadel; MA, Clemson	<i>Director of Career Services</i>

Wake Forest School of Medicine

Richard H. Dean (1986) BA, Virginia Military Institute; MD, Medical College of Virginia	<i>Senior Vice President for Health Affairs</i>
James N. Thompson (1979) BA, DePauw; MD, Ohio State	<i>Vice President and Dean</i>
Russell E. Armistead Jr. (1976) BS, Virginia Poly. Inst. and SU; MBA, Wake Forest	<i>Vice President for Health Services Administration and Associate Dean for Administrative Services</i>

Timothy C. Pennell (1966) BS, MD, Wake Forest	<i>Chief of Professional Services and Director, International Health Affairs</i>
J. Scott Gibson (1991) BS, UNC-Chapel Hill; MBA, Duke	<i>Assistant Dean for Financial Planning and Outreach</i>
Ronald L. Hoth (1992) BS, Loyola College	<i>Assistant Dean for Human Resources</i>
Joanne Ruhland (1988) BS, Gardner Webb; MBA, Appalachian	<i>Assistant Dean for Planning and Governmental Relations</i>
William C. Park Jr. (1975) BS, The Citadel; MBA, Wake Forest	<i>Assistant Dean for Clinical Services and Director, Wake Forest University Physicians</i>
Eugene W. Adcock III (1989) BS, Davidson; MD, Wake Forest	<i>Associate Dean for Professional Affairs</i>
G. Douglas Atkinson (1994) BS, Drake; MBA, Xavier	<i>Associate Dean for Networks</i>
Cam E. Enarson (1990) BA, Concordia; BMS, MD, Alberta; MBA, Pennsylvania	<i>Associate Dean for Medical Education</i>
Lewis H. Nelson III (1976) BS, North Carolina State; MD, Wake Forest	<i>Associate Dean for Student Services and Admissions</i>
Patricia L. Adams (1979) BA, Duke; MD, Wake Forest	<i>Associate Dean for Student Affairs</i>
Velma G. Watts (1982) BS, MS, North Carolina A&T; MEd, UNC-Chapel Hill; PhD, Duke	<i>Assistant Dean for Student Affairs and Director of Minority Affairs</i>
Elizabeth F. Sherertz (1988) BS, Wake Forest; MD, Virginia	<i>Associate Dean for Faculty Services</i>
Jay Moskowitz (1995) BS, Queens College (CUNY); PhD, Brown	<i>Senior Associate Dean</i>
Lawrence D. Smith (1983) BS, MS, Illinois	<i>Associate Dean for Research Development</i>
David P. Friedman (1990) BS, Pittsburgh; MS, PhD, New York Medical College	<i>Associate Dean for Research Development</i>
Michael J. Poston (1993) BS, MS, Indiana	<i>Associate Dean for Development and Alumni Affairs</i>
Mark A. Oliveira (1994) BA, Texas (Austin)	<i>Assistant Dean for Development and Alumni Affairs</i>
Edward Carter (1993) BS, Western Michigan; MS, San Diego State	<i>Associate Dean for Facilities Planning and Construction</i>
Paul M. LoRusso (1987) BS, Syracuse; MBA, Florida State	<i>Associate Dean for Information Services</i>

- James C. Leist (1974) *Director, AHEC*
BS, Southeast Missouri State;
MS, EdD, Indiana
- Michael D. Sprinkle (1972) *Executive Director, Coy C. Carpenter Library*
BA, MSLS, UNC-Chapel Hill
- Robert E. Rose (1972) *Controller and Director, Accounting
and Resource Acquisition*
BS, Morehead State
- W. Roger Poston II (1991) *Director, Biomedical Communications*
AB, Mercer; BS, MS, Medical College
of Georgia; EdD, West Virginia

Wayne Calloway School of Business and Accountancy

- Jack E. Wilkerson Jr. (1989) *Dean of the Wayne Calloway School
of Business and Accountancy*
BS, Bob Jones University; PhD, Texas
- Katherine S. Hoppe (1993) *Assistant Dean and
Director of Information Technology*
BA, Duke; MBA, Texas Christian
- Dale R. Martin (1982) *Coordinator of Accountancy Program*
BS, MS, Illinois State; DBA, Kentucky
- J. Kline Harrison (1990) *Coordinator of Business Program and
Adviser, Analytical Finance Program*
BS, Virginia; PhD, Maryland
- Paul E. Juras (1991) *Director of MS Program in Accountancy*
BBA, MBA, Pace; PhD, Syracuse
- Umit Akinc (1982) *Adviser, Mathematical Business Program*
BS, Middle East Tech. Univ. (Ankara);
PhD, UNC-Chapel Hill
- Helen Akinc (1987) *Director of Student Services*
BA, UNC-Chapel Hill; MBA, SUNY (Binghamton)

Divinity School, Wake Forest University

- Bill J. Leonard (1996) *Dean*
BA, Texas Wesleyan; MDiv., Southwestern Baptist
Theo. Seminary; PhD, Boston University
- Scott Hudgins (1997) *Director of Admissions*
BA, Richmond;
MDiv, Union Theological Seminary, New York

Admissions and Financial Aid

- William G. Starling (1958) *Director of Admissions and Financial Aid*
BBA, Wake Forest
- Thomas O. Phillips (1982) *Associate Director of Admissions
and Scholarship Officer*
BA, MA, Wake Forest;
PhD, UNC-Chapel Hill

Martha Blevins Allman (1982) BA, MBA, Wake Forest	<i>Associate Director of Admissions</i>
Colin L. Creel (1996) BS, Wake Forest	<i>Assistant Director of Admissions</i>
Colleen P. Lopina (1997) BA, Wake Forest	<i>Assistant Director of Admissions</i>
Patrick E. Phillips (1997) BA, Wake Forest	<i>Assistant Director of Admissions</i>
William T. Wells (1998) BA, Wake Forest; MAT, MEd, UNC-Chapel Hill	<i>Director of Financial Aid</i>
Wayne E. Johnson (1985) BA, Northwestern; JD, Wake Forest	<i>Assistant Director of Financial Aid</i>
Christia H. Fisher (1991) BA, UNC-Chapel Hill; MA, Wake Forest	<i>Assistant Scholarship Officer</i>
C. Allison Christofoli (1996) BA, Wake Forest	<i>Financial Aid Counselor</i>
Todd M. Curtis (1997) BA, Wake Forest	<i>Admissions Counselor</i>
Patrick J. McDonough (1997) BA, Wake Forest	<i>Admissions Counselor</i>
Rebecca J. Meisenbach (1997) BA, Wake Forest	<i>Admissions Counselor</i>
Athletics	
Ron Wellman (1992) BS, MS, Bowling Green State University	<i>Director of Athletics</i>
Charles W. Patterson III (1984) AB, Davidson College	<i>Associate Athletic Director</i>
Perk Weisenburger (1995) BS, Central Michigan; MSA, Ohio	<i>Associate Athletic Director</i>
Mike Pratapas (1989) BA, MAEd, Wake Forest	<i>Associate Athletic Director</i>
Joel Nielsen (1993) BS, MA, Mankato State	<i>Associate Athletic Director</i>
William M. Faircloth (1978) BS, Wake Forest; MA, Alabama	<i>Assistant Athletic Director</i>
Charlie Davis (1971) BA, Wake Forest	<i>Assistant Athletic Director</i>

Craig Keilitz (1996)	<i>Assistant Athletic Director</i>
BS, Central Michigan; MA, Ohio	

Career Services

William C. Currin (1988)	<i>Director of Career Services</i>
BA, Wake Forest;	
BD, Southeastern Baptist Theo. Seminary	

Carolyn A. Couch (1997)	<i>Assistant Director of Career Services</i>
BS, Meredith College; MA, Appalachian State	

Patrick Sullivan (1997)	<i>Director of Internships and Experiential Education</i>
BA, Wake Forest University	

Chaplain's Office

Edgar D. Christman (1954, 1961)	<i>Chaplain</i>
BA, JD, Wake Forest; MDiv, Southeastern Baptist	
Theo. Seminary; STM, Union Theo. Seminary	

David L. Fouché (1982)	<i>Associate Chaplain and</i>
BA, Furman; MDiv,	<i>Baptist Campus Minister</i>
Southeastern Baptist Theo. Seminary	

Finance and Administration

John P. Anderson (1984)	<i>Vice President for Finance and Administration</i>
BS, MS, PhD, Georgia Tech;	
MBA, Alabama (Birmingham)	

Louis R. Morrell (1995)	<i>Vice President for Investments</i>
BS, Babson College; MBA, Massachusetts	<i>and Treasurer</i>

C. Buck Bayliff (1988)	<i>Assistant Vice President and Director of</i>
BA, Elon; MBA, Wake Forest	<i>Telecommunications and University Stores</i>

Maureen L. Carpenter (1997)	<i>Controller</i>
BS, St. John Fisher College;	
MBA, Wake Forest	

Irene A. Comito (1986)	<i>Assistant Treasurer</i>
BS, Kent State	

Jay L. Dominick (1991)	<i>Assistant Vice President for Information</i>
BS, UNC-Chapel Hill; MA,	<i>Systems and Chief Information Officer</i>
Georgetown; MBA, Wake Forest	

James L. Ferrell (1975)	<i>Director of Human Resources</i>
BA, UNC-Chapel Hill;	
MS, Virginia Commonwealth	

James W. Kausch (1986)	<i>Purchasing Coordinator</i>
BA, Wake Forest	

F. Thomas King (1991) THB, Piedmont College	<i>Assistant Director, Real Estate Management</i>
E. O'Neal Robinson (1996) BS, Grambling State	<i>Director of Information Systems</i>
William C. Sides Jr. (1994) BS, North Carolina State	<i>Director of Facilities Management</i>

Graylyn International Conference Center

Troy Grooms (1996)	<i>General Manager</i>
Gregory D. Fulton (1995) BA, UNC-Greensboro	<i>Director of Sales</i>

Information Systems

Jay L. Dominick (1991) BS, UNC-Chapel Hill; MA, Georgetown; MBA, Wake Forest	<i>Assistant Vice President for Information Systems and Chief Information Officer</i>
E. O'Neal Robinson (1996) BS, Grambling State	<i>Assistant Chief Information Officer, Information Systems</i>
Nancy R. Crouch (1992) BA, Virginia Tech; MAEd, Wake Forest	<i>Director of Technology Outreach and Special Assistant to the Vice President</i>
Janet Bright (1993)	<i>Business Analyst</i>
Tim Covey (1988) BA, Wake Forest; MBA, Wake Forest	<i>Technology Manager</i>
Lynda M. Goff (1991) BA, Southern California (Fullerton)	<i>Information Systems Support Center Manager</i>
C. Lee Norris (1995) BA, MA, South Carolina	<i>Systems Manager</i>
Ronald W. Rimmer Jr. (1995) BS, Appalachian State	<i>Network Manager</i>

Institutional Research

Ross A. Griffith (1966) BS, Wake Forest; MEd, UNC-Greensboro	<i>Director of Institutional Research and Academic Administration</i>
Yihong Gu (1995) BS, Xian Jiaotong University; MS, East China Institute of Technology; MA, Wake Forest	<i>Assistant Director of Institutional Research</i>
Margaret R. Perry (1947) BS, South Carolina	<i>Registrar</i>

Hallie S. Arrington (1977) *Associate Registrar*
BA, MAEd, Wake Forest

Judy L. Ginter (1986) *Associate Registrar*
BA, MBA, Wake Forest

Investments and Treasurer

Louis R. Morrell (1995) *Vice President for Investments
and Treasurer*
BS, Babson College; MBA, Massachusetts

Irene A. Comito (1986) *Assistant Treasurer*
BS, Kent State

James L. Ferrell (1975) *Director of Human Resources*
BA, UNC-Chapel Hill; MS, Virginia Commonwealth

Legal Department

Leon H. Corbett Jr. (1968) *Vice President and Counsel*
BA, JD, Wake Forest

J. Reid Morgan (1980) *University Counsel*
BA, JD, Wake Forest

Donna H. Hamilton (1988) *Assistant University Counsel*
AB, Drury; JD, Wake Forest

Beverly C. Moore (1989) *Assistant University Counsel*
BA, Mount Holyoke; JD, Wake Forest

Libraries

Rhoda K. Channing (1989) *Director of the Z. Smith Reynolds Library*
BA, Brooklyn; MS in LS, Columbia;
MBA, Boston College

Deborah N. Lambert (1997) *Assistant Director of the
Z. Smith Reynolds Library*
BA, Wittenberg; MLS, Pittsburgh

Thomas M. Steele (1985) *Director of the
Worrell Professional Center Library*
BA, Oklahoma State;
MLS, Oregon; JD, Texas

Michael D. Sprinkle (1972) *Executive Director of the Coy C. Carpenter
Library, Wake Forest School of Medicine*
BA, MS in LS, UNC-Chapel Hill

Student Life

Kenneth A. Zick (1975) *Vice President for Student Life
and Instructional Resources*
BA, Albion; JD, Wayne State; MLS, Michigan

Harold R. Holmes (1987) *Associate Vice President and
Dean of Student Services*
BS, Hampton; MBA, Fordham

- Mary T. Gerardy (1985) *Assistant Vice President
for Student Life*
BA, Hiram; MEd, Kent State; MBA, Wake Forest
- E. Clayton Hipp Jr. (1991) *Judicial Adviser*
BA, Wofford; MBA, JD, South Carolina
- Joanna M. Iwata (1995) *Director of the Benson University Center*
BA, University of Southern California
(Los Angeles); MA, University of the Pacific
- James R. Buckley (1996) *Associate Director of the Benson
University Center*
BS, MEd, Clemson
- Edgar D. Christman (1954, 1961) *University Chaplain*
BA, JD, Wake Forest; BD, Southeastern Baptist
Theo. Seminary; STM, Union Theo. Seminary
- William C. Currin (1988) *Director of Career Services*
BA, Wake Forest;
BD, Southeastern Baptist Theo. Seminary
- Carolyn A. Couch (1997) *Assistant Director of Career Services*
BS, Meredith College; MA, Appalachian State
- Barbee Myers Oakes (1989) *Director of Multicultural Affairs*
BS, MA, Wake Forest; PhD, Tennessee
- Connie L. Carson (1986) *Director of Residence Life and Housing*
BS, MEd, North Carolina State; MBA, Wake Forest
- Michael Ford (1981) *Director of Student Development*
BA, Wake Forest;
MDiv, Gordon-Conwell Theo. Seminary
- Natascha L. Romeo (1990) *Health Educator*
BS, South Carolina;
MEd, UNC-Greensboro
- M. Paige Wilbanks (1996) *Assistant Director of Student Development/
Coordinator of Volunteer Services*
BA, Furman, MEd, South Carolina
- Cecil D. Price (1991) *Director of the Student Health Service*
BS, MD, Wake Forest
- Sylvia T. Bell (1981) *Associate Director for Administration,
Student Health Service*
RNC, N.C. Baptist Hosp. School of Nursing
- Regina G. Lawson (1989) *Chief of University Police*
BS, UNC-Wilmington
- Kenneth W. Overholt (1997) *Assistant Chief of University Police*
BS, Michigan State; MA, Central Michigan
- Marianne A. Schubert (1977) *Director of the University Counseling Center*
BA, Dayton;
MA, PhD, Southern Illinois

Johnne W. Armentrout (1989) *Assistant Director of the University Counseling Center*
 BA, William and Mary;
 MAEd, Wake Forest

G. Dianne Mitchell (1983) *Director of the Learning Assistance Program*
 BA, Salem, MAEd, Wake Forest;
 PhD, Duke

Summer Session

Toby A. Hale (1970) *Dean of the Summer Session*
 BA, Wake Forest; MDiv, Duke; EdD, Indiana

University Advancement

Sandra Combs Boyette (1981) *Vice President for University Advancement*
 BA, UNC-Charlotte; MEd, Converse;
 MBA, Wake Forest

Mark Lee Aust (1994) *Director of Parents Reunion Program and
Assistant Director of College Fund*
 BS, Wake Forest

Robert T. Baker (1978) *Assistant Vice President and
Director of Development*
 BA, MS, George Peabody (Vanderbilt)

Ursula Baker (1996) *Director, Wake Forest Clubs*
 BA, Wake Forest

Kenneth S. Bennett (1997) *University Photographer*
 BA, William and Mary

James R. Bullock (1985) *Assistant Vice President/
Major Gifts and Annual Support*
 BA, MBA, Wake Forest

Cathy B. Chinlund (1986) *Director of Advancement Records*
 BS, East Carolina

Melissa N. Combes (1996) *Director of Development/
Babcock School*
 BA, Washington College; MBA, Wake Forest

Julius H. Corpening (1969) *Assistant Vice President for
University Relations*
 BA, Wake Forest; BD,
 Southern Baptist Theo. Seminary

Kevin P. Cox (1990) *Assistant Vice President for Public Affairs and
Director of Media Relations*
 BA, East Texas State; MA, Wake Forest

Robert Kriss Dinkins (1990) *Assistant Director of Development*
 BA, Wake Forest

Martha S. Edwards (1993) *Director of Foundation Relations*
 BA, MA, UNC-Chapel Hill;
 MBA, Vanderbilt

- Joshua D. Else (1996) *Director of College Fund and Annual Support*
BA, Wake Forest
- Robert L. Finch (1994) *Director of Law School Alumni and Development*
BA, Wake Forest
- David W. Fyten (1991) *Assistant Vice President for Public Affairs and University Editor*
BA, Minnesota
MA, MFA, Iowa
- Melody A. Graham (1987) *Director of Special Events and Summer Conferences*
BS, Appalachian
- Kimberly S. Griffing (1996) *Media Relations Officer*
BA, Wake Forest; MS, Virginia Commonwealth
- Samantha H.E. Hand (1997) *Art Director*
BA, Virginia Poly. Inst. & State University
MFA, Radford
- Anne K. Hodges (1987) *Director of Advancement Research*
- Kerry M. King (1989) *Director of Communications*
BA, Wake Forest
- Sheila P. Massey (1986) *Director of Stewardship*
BA, Winston-Salem State
- Minta A. McNally (1978) *Assistant Vice President and Director of Alumni Activities and Volunteer Programs*
BA, Wake Forest
- Robert D. Mills (1972) *Associate Vice President for Capital Support and Advancement Technologies*
BA, MBA, Wake Forest
- Kate L. Patrick (1994) *Director of Alumni Programs*
BA, Wake Forest; MMA Colorado
- Allen H. Patterson Jr. (1987) *Director of Planned Giving*
BS, Wake Forest
- Cherin C. Poovey (1987) *Associate University Editor and Director of Publications*
BA, UNC-Chapel Hill
- Ruth D. Sartin (1989) *University Advancement Associate*
BA, Wake Forest
- William T. Snyder (1989) *Director of Emerging Technologies*
BA, Wake Forest
- Claudia A. Stitt (1978) *Director of Technology Operations*
BS, East Tennessee State

Wade Stokes Jr. (1997) BA, Wake Forest	<i>Director of Divinity School Development</i>
Kenneth P. Sugden Jr. (1993) BA, Wake Forest	<i>Manager of Technical Development</i>
Wayne Thompson (1990, 1996) BA, UNC-Chapel Hill	<i>Media Relations Officer</i>
Cheryl V. Walker (1989) BA, Wake Forest	<i>Assistant Director of Media Relations</i>
Linda J. Ward (1992)	<i>WFDD Station Manager</i>
Andrew B. Waters (1997) BA, UNC-Chapel Hill	<i>Assistant University Editor</i>
Lloyd A. Whitehead (1995) BA, Central Florida	<i>Director of Electronic Communication</i>

Wake Forest University Theater

Harold C. Tedford (1965) BA, Ouachita; MA, Arkansas; PhD, Louisiana State	<i>Director of the University Theater</i>
Donald H. Wolfe (1968) BS, MS, Southern Illinois; PhD, Cornell	<i>Associate Director of Theater</i>
Mary R. Wayne-Thomas (1980) BFA, Pennsylvania State; MFA, Ohio State	<i>Theater Designer</i>
Jonathan H. Christman (1983) AB, Franklin and Marshall; MFA, Massachusetts	<i>Lighting Designer/Production Manager</i>
John E. R. Friedenberg (1988) BA, Wake Forest; MFA, Carnegie-Mellon	<i>Assistant Director of Theater</i>

Other Administrative Offices

Gloria C. Agard (1987) BA, Maryland	<i>Director of Equal Employment Opportunity/ Assistant Director of Human Resources</i>
Mary Jane Berman (1986) BA, Harpur; MA, PhD, SUNY (Binghamton)	<i>Director/Curator of the Museum of Anthropology</i>
C. Kevin Bowen (1994) BS, Tennessee Tech; MM, Louisville	<i>Director of Bands</i>
Julie Cole (1988) BS, MA, Appalachian	<i>Director of Research and Sponsored Programs</i>

- Victor Faccinto (1978) *Director of the Art Gallery*
BA, MA, California State (Sacramento)
- Richard P. Faude (1986) *Head of Information Technology Center*
BA, Wake Forest; MFA, Montana State
(Z. Smith Reynolds Library)
- Samuel T. Gladding (1990) *Director of Counseling Program*
BA, MAEd, Wake Forest; MA, Yale;
PhD, UNC-Greensboro
- Mark E. Good (1995) *Internal Auditor*
BS, Wake Forest
- Brian Gorelick (1984) *Director of Choral Ensembles*
BA, Yale; MM, Wisconsin (Madison);
DMA, Illinois
- Peter D. Kairoff (1988) *Coordinator of the Venice Program*
BA, California (San Diego);
MM, DMA, Southern California
- Nina M. Lucas (1996) *Director of Dance*
BFA, Ohio State; MFA, California (Los Angeles)
- Thomas E. Mullen (1957) *Coordinator of the London Program*
BA, Rollins; MA, PhD, Emory
(Fall 1997)
- Paul N. Orser (1989) *Coordinator of the London Program*
BS, Wake Forest; MS, PhD, Emory
(Summer 1998)
- Richard D. Sears (1964) *Director of International Studies*
AB, Clark; MA, PhD, Indiana
- Judith K. Shannon (1980) *Assistant to the Director of International Studies*
BA, Wake Forest
and Adviser for Study Abroad/International Students
- Martine Sherrill (1985) *Curator of Slides and Prints*
BFA, MLF, UNC-Greensboro
- Ross Smith (1984) *Debate Coach*
BA, Wake Forest
- George William Trautwein (1983) *Director of the Secrest Artists Series*
BMus, Oberlin; MMus, Cleveland
Inst. of Music; MusD, Indiana

THE UNDERGRADUATE FACULTIES

Date following name indicates year of appointment.

- | | |
|---|--|
| Christian J. Abell (1996)
BA, Indiana Univ. of Pennsylvania | <i>Assistant Professor of Military Science</i> |
| Helen W. Akinc (1987)
BA, UNC-Chapel Hill;
MBA, SUNY (Binghamton) | <i>Instructor in Business</i>
(W. Calloway School of Business and Accountancy) |
| Umit Akinc (1982)
BS, Middle East Tech. University
(Ankara); MBA, Florida State;
PhD, UNC-Chapel Hill | <i>Davis Professor of Business</i>
(W. Calloway School of Business and Accountancy) |
| Jane W. Albrecht (1987)
BA, Wright State; MA, PhD, Indiana | <i>Associate Professor of Romance Languages</i>
(Spanish) |
| Brian Allen (1977)
BA, East Anglia; MA, PhD, London | <i>Lecturer in Art History (London)</i>
(Department of Art, Part-time) |
| Edward E. Allen (1991)
BS, Brigham Young; MA, PhD,
California (San Diego) | <i>Associate Professor of Mathematics</i> |
| David J. Anderson (1992)
BA, Denison; MS, Michigan;
PhD, Pennsylvania | <i>Assistant Professor of Biology</i> |
| Paul R. Anderson (1990)
BS, Wisconsin (Madison); MA, PhD,
California (Santa Barbara) | <i>Associate Professor of Physics</i> |
| Sharon Andrews (1994)
BA, UNC-Chapel Hill | <i>Lecturer in Theater</i> |
| John L. Andronica (1969)
BA, Holy Cross; MA, Boston College;
PhD, Johns Hopkins | <i>Professor of Classical Languages</i> |
| Maya Angelou (1982)
LittD, Smith, Lawrence, Columbia College
(Chicago); Atlanta, Wheaton; LHD, Mills, Wake
Forest, Occidental, Arkansas, Claremont, Kean | <i>Reynolds Professor of American Studies</i> |
| Johnne Armentrout (1989)
BA, William & Mary; MAEd, Wake Forest | <i>Instructor in Education</i> |
| Miriam A. Ashley-Ross (1997)
BS, Northern Arizona;
PhD, University of California (Irvine) | <i>Assistant Professor of Biology</i> |
| R. Scott Baker (1994)
BA, The Evergreen State College;
MA, Tufts; PhD, Columbia | <i>Assistant Professor of Education</i> |
| Sarah E. Barbour (1985)
BA, Maryville; MA, Paris; PhD, Cornell | <i>Associate Professor of Romance Languages</i>
(French) |

- James P. Barefield (1963) *Wake Forest Professor of History*
BA, MA, Rice; PhD, Johns Hopkins
- Bernadine Barnes (1989) *Associate Professor of Art*
BA, Illinois (Urbana-Champaign);
MA, Pittsburgh; PhD, Virginia
- H. Janey B. Barnes (1997) *Visiting Assistant Professor of Psychology*
BS, Appalachian State; MS, Florida State;
MS, PhD, Massachusetts
- Phillip G. Batten (1991) *Adjunct Assistant Professor of Psychology*
BA, PhD, UNC-Chapel Hill; MA, Yale
Divinity School; MA, Wake Forest (Part-time)
- John V. Baxley (1968) *Wake Forest Professor of Mathematics*
BS, MS, Georgia Tech; PhD, Wisconsin (Leave, 1996-97)
- H. Kenneth Bechtel (1981) *Associate Professor of Sociology*
BA, MA, North Dakota; PhD, Southern
Illinois (Carbondale)
- Christa Beck (1996) *Instructor in Mathematics*
BS, West Virginia Wesleyan; MA, Wake Forest
- Robert C. Beck (1959) *Professor of Psychology*
BA, PhD, Illinois
- S. Douglas Beets (1987) *Associate Professor of Accounting*
BS, Tennessee; (W. Calloway School of Business and Accountancy)
MAcc, PhD, Virginia Poly. Inst. & SU
- Donald B. Bergey (1978) *Instructor in Health & Exercise Science*
BS, MA, Wake Forest (Part-time)
- Mary Jane Berman (1986) *Director/Curator of the Museum of Anthropology*
BA, Harpur; and *Associate Professor of Anthropology*
MA, PhD, SUNY (Binghamton)
- Michael J. Berry (1985) *Associate Professor of Health & Exercise Science*
BS, Jacksonville State; MA, South-
eastern Louisiana; PhD, Texas A&M
- Deborah L. Best (1972, 1978) *Wake Forest Professor of Psychology*
BA, MA, Wake Forest;
PhD, UNC-Chapel Hill
- Zanna Beswick (1987) *Lecturer in Theater (London)*
BA, Hons, Bristol (England) (Department of Theater, Part-time)
- Ralph Black (1996) *Visiting Instructor in English*
BA, Oregon; MA, NYU
- Janice Blackburn (1996) *Instructor in Mathematics*
BS, Campbell; MA, Wake Forest
- Terry D. Blumenthal (1987) *Associate Professor of Psychology*
BS, Alberta (Edmonton); MS, PhD, Florida

- Keith D. Bonin (1992) *Associate Professor of Physics*
BS, Loyola; PhD, Maryland
- Susan Harden Borwick (1982) *Professor of Music and
Director of Women's Studies*
BM, BME, Baylor; PhD, UNC-Chapel Hill
(Leave, Fall 1996)
- John D. Bourland (1996) *Adjunct Assistant Professor of Physics*
BS, MS, PhD, UNC-Chapel Hill
- C. Kevin Bowen (1994) *Director of Bands
(Department of Music)*
BS, Tennessee Tech; MM, Louisville
PhD, Florida State
- Stephen B. Boyd (1985) *Professor of Religion*
BA, Tennessee; MDiv, ThD, Harvard
Divinity School
- Katharine Boyes (1997) *Visiting Instructor in Music*
DMA, Cincinnati;
MM, San Francisco Conservatory of Music;
GRSM (Honors), Royal Academy of Music (England)
- Anne Boyle (1986) *Associate Professor of English*
BA, Wilkes College; MA, PhD, Rochester
- James C. Brand (1995) *Assistant Professor of Military Science*
BS, Roanoke College
- Sheri A. Bridges (1996) *Assistant Professor of Business
(W. Calloway School of Business and Accountancy)*
BA, South Florida;
MA, Texas (Dallas); PhD, Stanford
- Genevieve Jeanne Brock (1997) *Instructor in Romance Languages
(French)*
BA, MA, PhD, Virginia
- David G. Brown (1990) *Professor of Economics*
AB, Denison; PhD, Princeton
- E. Barnsley Brown (1996) *Visiting Assistant Professor of English*
BA, Wake Forest; MSc, Edinburgh (Scotland);
PhD, UNC-Chapel Hill
- Carole L. Browne (1980) *Professor of Biology*
BS, Hartford; PhD, Syracuse
- Robert A. Browne (1980) *Professor of Biology*
BS, MS, Dayton; PhD, Syracuse
- David B. Broyles (1966) *Professor of Politics*
BA, Chicago; BA, Florida; MA, PhD,
California (Los Angeles)
- Peter H. Brubaker (1994) *Assistant Professor of
Health and Exercise Science*
BS, E. Stroudsburg University; MA,
Wake Forest; PhD, Temple
- Christy M. Buchanan (1992) *Assistant Professor of Psychology*
BA, Seattle Pacific; PhD, Michigan

- Jennifer J. Burg (1993) *Assistant Professor of Computer Science*
BA, Elizabethtown College; MA (English),
MA (French), Florida; PhD, Central Florida
- Neal E. Busch (1994) *Visiting Assistant Professor of Chemistry*
BA, Drake; PhD, Iowa State
- Eileen Cahill (1997) *Adjunct Assistant Professor
of English*
BA, D'Youngville College;
MA, University of Toronto; PhD, SUNY (Buffalo)
- Janis Caldwell (1997) *Assistant Professor of English*
BS, Whitworth College; MD, Northwestern University;
MA, PhD, University of Washington
- Alan Cameron (1990) *Assistant Professor of Education*
BA, PhD, UNC-Chapel Hill; MAEd, Wake Forest
- Victoria E. Campos (1997) *Assistant Professor of Romance Languages
(Spanish)*
BA, Texas; MA, PhD, Princeton
- Daniel A. Cañas (1987) *Associate Professor of Computer Science
(Leave, 1996-1998)*
BS, Tecnológico de Monterrey (Mexico);
MS, Georgia Tech; PhD, Texas (Austin)
- Eric D. Carlson (1995) *Assistant Professor of Physics*
BS, Michigan State; MA, PhD, Harvard
- Richard D. Carmichael (1971) *Professor of Mathematics*
BS, Wake Forest; MA, PhD, Duke
- Christa G. Carollo (1985) *Lecturer in German
(Part-time)*
BA, UNC-Greensboro; MA, Duke
- Simone M. Caron (1991) *Assistant Professor of History*
BA, Bridgewater State; MA, Northeastern;
PhD, Clark
- Stewart Carter (1982) *Professor of Music*
BME, Kansas; MS, Illinois; PhD, Stanford
- Theresa R. Castor (1997) *Visiting Instructor of Communication*
BAS, MA, California (Davis)
- Justin Catanoso (1993) *Visiting Lecturer in Journalism
(Department of English, Part-time)*
BA, Pennsylvania State; MA, Wake Forest
- Maria A. Chiari (1981) *Assistant Lecturer in Art History (Venice)
(Department of Art, Part-time)*
Arts degree, PhD, Università degli
Studi di Venezia (Padova e Trieste);
Diploma, Scuola di Archivistica, Palio-
grafia e Diplomatica dell'Archivio di
Stato di Venezia
- Hanya E. Chrispeels (1996) *Visiting Assistant Professor of Biology*
BA, California (Santa Cruz); PhD, Stanford
- Jonathan H. Christman (1983) *Lecturer in Theater
(Part-time)*
AB, Franklin and Marshall; MFA, Massachusetts

- Anna M. Cianci (1997)
BS, Villanova; PhD, Duke
Instructor in Accounting
(W. Calloway School of Business and Accountancy)
- James H. Clippard Jr. (1997)
BSGEE, North Carolina State;
MBA, UNC-Chapel Hill
Executive in Residence
(W. Calloway School of Business and Accountancy)
- Paul M. Cobb (1997)
BA, Massachusetts; MA, Chicago;
PhD, Chicago
Assistant Professor of History
- John E. Collins (1970)
BS, MS, Tennessee; MDiv, Southeastern Baptist
Theo. Seminary; MA, PhD, Princeton
Professor of Religion
- William E. Conner (1988)
BA, Notre Dame; MS, PhD, Cornell
Professor of Biology
- Jule M. Connolly (1985)
BA, UNC-Chapel Hill; MEd, South Carolina
Instructor in Mathematics
(Part-time)
- Nancy J. Cotton (1977)
BA, Texas; MA, Wisconsin; PhD, Columbia
Professor of English
- Allin F. Cottrell (1989)
BA, Oxford (Merton College); PhD, Edinburgh
Associate Professor of Economics
- Monroe J. Cowan (1994)
BS, Maryland; PhD, Duke
Adjunct Professor of Physics
- Patricia M. Cunningham (1978)
BA, Rhode Island; MS, Florida State;
EdS, Indiana State; PhD, Georgia
Wake Forest Professor of Education
- James F. Curran (1988)
BAAS, Delaware; MA, PhD, Rice
Associate Professor of Biology
- George B. Cvijanovich (1989)
PhD, Bern (Switzerland)
Adjunct Professor of Physics
- Dale Dagenbach (1990)
BA, New College; MA, PhD, Michigan State
Associate Professor of Psychology
- Mary M. Dalton (1996)
BA, Wake Forest; MA, PhD, UNC-Greensboro
Visiting Assistant Professor
of Communication
- Brook M. Davis (1997)
BA, Wake Forest, MFA, Virginia Commonwealth
Lecturer in Theater
- Stephen W. Davis (1991)
BA, MA, Wake Forest
Adjunct Instructor in Psychology
(Part-time)
- John W. Dawson (1996)
BS, East Carolina; MEcon,
PhD, North Carolina State
Visiting Assistant Professor of Economics
- Mary K. DeShazer (1982, 1987)
BA, Western Kentucky;
MA, Louisville; PhD, Oregon
Professor of English
and Women's Studies
(Leave, Spring 1997)

- Arun P. Dewasthali (1975) *Associate Professor of Business*
BS, Bombay; MS, PhD, Delaware (W. Calloway School of Business and Accountancy)
- Constance L. Dickey (1991) *Assistant Professor of Romance Languages*
BA, Portland State; MA, Washington (French)
(Seattle); PhD, California (Berkeley)
- Ronald V. Dimock Jr. (1970) *Professor of Biology*
BA, New Hampshire; MS, Florida State;
PhD, California (Santa Barbara)
- John J. Dinan (1996) *Visiting Assistant Professor of Politics*
BA, MA, PhD, Virginia
- Patricia Dixon (1986) *Instructor in Music*
BM, North Carolina School of the Arts;
MM, UNC-Greensboro
- James H. Dodding (1979) *Professor of Theater*
Diploma, Rose Bruford College of Speech and
Drama (London); Cert., Birmingham University;
Cert., Westhill Training College (Birmingham);
Diploma, Theater on the Balustrade (Prague)
- James L. Dominick (1997) *Lecturer in Business*
BS, UNC-Chapel Hill; (W. Calloway School of Business and Accountancy)
MA, Georgetown; MBA, Wake Forest
- Françoise Dragacci-Paulsen (1997) *Visiting Assistant Professor of Romance Languages*
Baccalauréat, Tonlon (France); (French)
Maîtrise, Université d' Aix-en-Provence (France);
PhD, California
- Jonathan E. Duchac (1993) *Assistant Professor of Accounting*
BBA, MAcc, Wisconsin (Madison); (W. Calloway School of Business and Accountancy)
PhD, Georgia
- Robert H. Dufort (1961) *Professor of Psychology*
BA, PhD, Duke
- John S. Dunkelberg (1983) *Professor of Business*
BS, Clemson; (W. Calloway School of Business and Accountancy)
MBA, PhD, South Carolina
- Yomi Durotoye (1994) *Visiting Associate Professor of Politics*
BS, University of Ibadan;
MA, Georgia State; PhD, Duke
- John R. Earle (1963) *Professor of Sociology*
BA, Wake Forest; MA, PhD, UNC-Chapel Hill
- Eddie V. Easley (1984) *Professor of Business*
BS, Virginia State; (W. Calloway School of Business and Accountancy)
MS, PhD, Iowa State
- Julie Edelson (1998) *Adjunct Assistant Professor*
BA, Sarah Lawrence College; of English
PhD, Cornell

- C. Drew Edwards (1980) *Adjunct Associate Professor of Psychology*
BA, Furman; MA, Wake Forest;
PhD, Florida State (Part-time)
- Bashir El-Beshti (1990) *Associate Professor of English*
BA, Tripoli University (Libya); MA,
Colorado State; PhD, California (Berkeley)
- Leo Ellison Jr. (1957) *Associate Professor of Health and Exercise Science*
BS, MS, Northwestern State
- Gerald W. Esch (1965) *Wake Forest Professor of Biology*
BS, Colorado College; MS, PhD, Oklahoma
- Paul D. Escott (1988) *Reynolds Professor of History*
BA, Harvard; MA, PhD, Duke
- Jennifer L. Etnier (1995) *Assistant Professor of Health and Exercise Science*
BS, Tennessee; MA, UNC-Chapel
Hill; PhD, Arizona State
- Andrew V. Ettin (1977) *Professor of English*
BA, Rutgers; MA, PhD, Washington (St. Louis)
- Herman E. Eure (1974) *Professor of Biology*
BS, Maryland State; PhD, Wake Forest
- David K. Evans (1966) *Professor of Anthropology*
BS, Tulane; PhD, California (Berkeley)
- Robert H. Evans (1983) *Associate Professor of Education*
BA, Ohio Wesleyan; MS, New Hampshire;
PhD, Colorado
- Stephen Ewing (1971) *Professor of Business*
BS, Howard Payne; (W. Calloway School of Business and Accountancy)
MBA, Baylor; PhD, Texas Tech.
- David L. Faber (1984) *Associate Professor of Art*
AA, Elgin; BFA, Northern Illinois; MFA, Southern Illinois
- Frederic H. Fahey (1996) *Adjunct Associate Professor of Physics*
BS, Massachusetts; MS, DSc, Harvard
- Susan L. Faust (1992) *Adjunct Instructor in Communication*
BA, MA, Arkansas (Fayetteville) (Part-time)
- David Finn (1988, 1995) *Assistant Professor of Art*
BS, Cornell; MFA, Massachusetts College of Art
- James C. Fishbein (1988) *Professor of Chemistry*
BA, Johns Hopkins; PhD, Brandeis
- Gloria J. Fitzgibbon *Visiting Assistant Professor of History*
BA, PhD, California (Berkeley);
MA, San Francisco State
- Jack D. Fleer (1964) *Professor of Politics*
BA, Oklahoma Baptist; MS, Florida State;
PhD, UNC-Chapel Hill (Leave, 1997-1998)

- William W. Fleeson (1996) *Assistant Professor of Psychology*
BA, Wisconsin; PhD, Michigan
- Steven Folmar (1992) *Adjunct Assistant Professor of Anthropology*
BA, MA, PhD, Case Western Reserve
- Mary F. Foskett (1997) *Assistant Professor of Religion*
BA, New York University;
MDiv, Union Theo. Seminary; PhD, Emory
- Johnnie Foye (1995) ⁶ *Instructor in Health and Exercise Science*
BA, Virginia Union; MSS, US Sports Academy
- Denise Franklin (1994) *Adjunct Instructor in Communication*
BA, Wichita State University
- Donald E. Frey (1972) *Professor of Economics*
BA, Wesleyan; MDiv, Yale; PhD, Princeton
- John E. R. Friedenberg (1988) *Lecturer in Theater*
BA, Wake Forest; MFA, Carnegie-Mellon (Part-time)
- Mary L. Friedman (1987) *Associate Professor of Romance Languages*
BA, Wellesley; MA, PhD, Columbia (Spanish)
- Candelas S. Gala (1978) *Professor of Romance Languages*
BA, Salamanca (Spain); MA, PhD, Pittsburgh (Spanish)
- Yaorong Ge (1995) *Assistant Professor of Computer Science*
BS, Zhejiang University (China);
MS, PhD, Vanderbilt
- J. Whitfield Gibbons (1971) *Adjunct Professor of Biology*
BS, MA, Alabama; PhD, Michigan State
- Anne W. Gilfoil (1995) *Visiting Assistant Professor of Romance Languages*
BA, Rhodes; MA, PhD, Tulane (Spanish)
- Samuel T. Gladding (1990) *Professor of Education*
BA, MAEd, Wake Forest; MA, Yale;
PhD, UNC-Greensboro
- Kathleen M. Glenn (1974) *Wake Forest Professor of Romance Languages*
BA, MA, PhD, Stanford (Spanish)
- Thomas S. Goho (1977) *Associate Professor of Business*
BS, MBA, Penn State; (W. Calloway School of Business and Accountancy)
PhD, UNC-Chapel Hill
- Louis R. Goldstein (1979) *Professor of Music*
BM, Oberlin; MFA, California
Inst. of the Arts; DMA, Eastman
- Batja Gomes De Mesquita (1997) *Assistant Professor of Psychology*
BA, MA, PhD, Amsterdam (The Netherlands)
- Brian L. Gorelick (1984) *Assistant Professor of Music*
BA, Yale; MM, Wisconsin (Madison); *and Director of Choral Ensembles*
DMA, Illinois

- Luis González (1997) *Assistant Professor of Romance Languages*
 BA, U de Medellín (Colombia);
 MA, West Virginia; PhD, California-Davis (Spanish)
- Chiara Gratton (1997) *Instructor of Economics*
 Laurea, University of Trieste, Italy
 MA, Virginia Poly. Inst. & State University
- Tamara M. Greenwood (1996) *Instructor in Business*
 BS, MSB, UNC-Greensboro (W. Calloway School of Business and Accountancy)
- Steven C. Haefner (1996) *Assistant Professor of Chemistry*
 BS, California (Los Angeles); PhD, Michigan State
- David Hagy (1995) *Director of Orchestra*
 B M, Indiana; MM, MMA, DMA, Yale (Department of Music)
- R. Craig Hamilton (1994) *Adjunct Assistant Professor of Theater*
 BA, Lawrence; MS, PhD, Indiana
- William S. Hamilton (1983) *Professor of Russian*
 BA, MA, PhD, Yale
- Richard H. Hammack (1997) *Visiting Assistant Professor of Mathematics*
 BFA, Rhode Island School of Design;
 MS, Virginia Commonwealth; PhD, UNC-Chapel Hill
- Claire Holton Hammond (1978) *Associate Professor of Economics*
 BA, Mary Washington; PhD, Virginia
- J. Daniel Hammond (1978) *Professor of Economics*
 BA, Wake Forest; PhD, Virginia
- Beverly H. Hancock (1996) *Adjunct Instructor in Anthropology*
 AB, Meredith; MA, Wake Forest
- James S. Hans (1982) *Professor of English*
 BA, MA, Southern Illinois; PhD, Washington
- Hanna M. Hardgrave (1985) *Lecturer in Philosophy*
 BA, Brown; MA, PhD, Chicago
- Walter Harrelson (1994) *University Professor*
 AB, UNC-Chapel Hill;
 BD, ThD, Union Theo. Seminary
- Katy J. Harriger (1985) *Associate Professor of Politics*
 BA, Edinboro State; MA, PhD, Connecticut
- Catherine T. Harris (1980) *Professor of Sociology*
 BA, Lenoir-Rhyne; MA, Duke; PhD, Georgia
- J. Kline Harrison (1990) *Benson-Pruitt Associate Professor of Business*
 BS, Virginia; PhD, Maryland (W. Calloway School of Business & Accountancy)
- Angela Hattery (1998) *Assistant Professor of Sociology*
 BA, Carleton College; MS, PhD, Wisconsin

- Elmer K. Hayashi (1973) *Professor of Mathematics and
Computer Science*
BA, California (Davis);
MS, San Diego State; PhD, Illinois
- Michael David Hazen (1974) *Professor of Communication*
BA, Seattle Pacific;
MA, Wake Forest; PhD, Kansas
- Terry C. Hazen (1988) *Adjunct Professor of Biology*
BS, MS, Michigan State; PhD, Wake Forest
- Richard E. Heard (1996) *Instructor of Music*
BM, Southern Methodist;
MA, California (Santa Barbara)
- Thomas K. Hearn Jr. (1983) *Professor of Philosophy*
BA, Birmingham-Southern; BD, Southern
Baptist Theo. Seminary; PhD, Vanderbilt
- Jac C. Heckelman (1996) *Assistant Professor of Economics*
BA, Texas; PhD, Maryland
- Roger A. Hegstrom (1969) *Wake Forest Professor of Chemistry*
BA, St. Olaf; AM, PhD, Harvard
- Robert M. Helm (1940) *Worrell Professor of Philosophy*
BA, Wake Forest; MA, PhD, Duke
- Paul F. Hemler (1995) *Assistant Professor of Computer Science*
BS, Villanova; MS, Lehigh;
PhD, North Carolina State
- Donna A. Henderson (1996) *Assistant Professor of Education*
BA, Meredith; MAT, James Madison; PhD, Tennessee
- J. Edwin Hendricks (1961) *Professor of History*
BA, Furman; MA, PhD, Virginia
- Marcus B. Hester (1963) *Professor of Philosophy*
BA, Wake Forest; PhD, Vanderbilt
- Deborah M. Hill (1995) *Visiting Instructor in Education*
BS, MA, Colorado
- Willie L. Hinze (1975) *Wake Forest Professor of Chemistry*
BS, MA, Sam Houston State; PhD, Texas A&M
- E. Clayton Hipp Jr. (1991) *Lecturer in Business*
BA, Wofford; (W. Calloway School of Business and Accountancy)
MBA, JD, South Carolina
- Alix Hitchcock (1989) *Visiting Instructor in Art*
BFA, UNC-Greensboro; MA, New York (Part-time)
- Kenneth G. Hoglund (1990) *Associate Professor of Religion*
BA, Wheaton; MA, PhD, Duke (Leave, Spring 1998)
- George M. Holzwarth (1983) *Professor of Physics*
BA, Wesleyan; MS, PhD, Harvard

- Natalie A. W. Holzwarth (1983) *Professor of Physics*
BS, Massachusetts Inst. of Tech.; PhD, Chicago
- Muriel (Beth) Norbrey Hopkins (1997) *Visiting Adjunct Lecturer in History*
JD, William and Mary; BA, Wake Forest
- Katherine S. Hoppe (1993) *Instructor in Business*
BA, Duke; MBA, Texas Christian (W. Calloway School of Business and Accountancy)
- Michael Horn (1998) *Visiting Adjunct Lecturer in Journalism*
BS, Florida (Department of English)
- Fred L. Horton Jr. (1970) *Albritton Professor of the Bible*
BA, UNC-Chapel Hill; (Department of Religion)
BD, Union Theo. Seminary; PhD, Duke
- William L. Hottinger (1970) *Professor Emeritus of Health and Exercise Science*
BS, Slippery Rock; MS, PhD, Illinois (Part-time)
- Fredric T. Howard (1966) *Professor of Mathematics*
BA, MA, Vanderbilt; PhD, Duke
- Hugh N. Howards (1997) *Assistant Professor of Mathematics*
BA, Williams;
MA, PhD, California (San Diego)
- Linda S. Howe (1993) *Assistant Professor of Romance Languages*
BA, MA, PhD, Wisconsin (Spanish, Leave 1997-98)
- Pamela Howland (1989) *Part-time Assistant Professor of Music*
BM, MM, Wisconsin Conservatory of Music; (Leave, Fall 1997)
DMA, Eastman
- Mark W. Huber (1996) *Visiting Assistant Professor of Business*
BS, North Georgia College; (W. Calloway School of Business and Accountancy)
MA, Central Michigan
- Joanna F. Hudson (1997) *Adjunct Instructor in Women's Studies*
BFA, Virginia Commonwealth;
MFA, UNC-Greensboro
- Michael L. Hughes (1984) *Associate Professor of History*
BA, Claremont McKenna; MA, PhD,
California (Berkeley)
- Michael J. Hyde (1994) *University Distinguished Chair in Communication Ethics*
BS, Pittsburgh; MA, PhD, Purdue *and Professor of Communication*
- Simeon O. Ilesanmi (1993) *Assistant Professor of Religion*
BA, University of Ife (Nigeria);
PhD, Southern Methodist
- David K. Isbister (1994) *Lecturer in Business*
BS, Michigan State; MBA, Harvard (W. Calloway School of Business & Accountancy)
- Joanne Izbicki (1995) *Assistant Professor of History*
BA, Stonehill College; MA, PhD, Cornell

- Mordecai J. Jaffe (1980) *Babcock Professor of Botany*
BS, City College (New York); PhD, Cornell (Department of Biology)
- Ernest S. Jarrett (1996) *Adjunct Instructor in Communication*
BA, UNC-Chapel Hill; MA, UNC-Greensboro
- Mark Jensen (1993) *Adjunct Associate Professor of Religion*
BA, Houston Baptist; MDiv, PhD, Southern Baptist Theo. Seminary
- Debra R. Jessup (1996) *Assistant Professor of Business*
BA, Georgetown; JD, Wake Forest (W. Calloway School of Business & Accountancy)
- Patricia Adams Johansson (1969) *Lecturer in English*
BA, Winston-Salem State; MA, Wake Forest
- David J. John (1982) *Associate Professor of Mathematics and Computer Science*
BS, Emory and Henry; MS, PhD, Emory
- Jeannine Johnson (1997) *Visiting Instructor of English*
BA, Haverford College
- W. Dillon Johnston (1973) *Professor of English*
BA, Vanderbilt; MA, Columbia; PhD, Virginia
- Bradley T. Jones (1989) *Associate Professor of Chemistry*
BS, Wake Forest; PhD, Florida
- Paul E. Juras (1991) *Associate Professor of Accounting*
BBA, MBA, Pace; PhD, Syracuse (W. Calloway School of Business & Accountancy)
- Peter D. Kairoff (1988) *Associate Professor of Music*
BA, California (San Diego); MM, DMA, Southern California (Leave, Spring 1998)
- Jay R. Kaplan (1981) *Professor of Anthropology and Adjunct Professor of Psychology*
BA, Swarthmore; MA, PhD, Northwestern
- Terence Kehoe (1997) *Visiting Assistant Professor of History*
BS, Bowling Green; MA, PhD, Ohio State
- Judy K. Kem (1987) *Associate Professor of Romance Languages (French)*
BA, Western Kentucky; MA, Louisville; PhD, UNC-Chapel Hill
- Charles H. Kennedy (1985) *Professor of Politics*
BA, Eckerd; AM, MPP, PhD, Duke
- Ralph C. Kennedy III (1976) *Associate Professor of Philosophy*
BA, PhD, California (Berkeley)
- William C. Kerr (1970) *Professor of Physics*
BS, Wooster; PhD, Cornell
- Daniel B. Kim-Shapiro (1996) *Assistant Professor of Physics*
BA, Carleton College; MS, Southern Illinois; PhD, California (Berkeley)

- Charles A. Kimball (1996) *Professor of Religion*
BS, Oklahoma State; MDiv, Southern Baptist Theo. Seminary; ThD, Harvard
- Angela Glisan King (1995) *Assistant Professor of Chemistry*
BA, Pennsylvania; PhD, Cornell
- S. Bruce King (1995) *Assistant Professor of Chemistry*
BS, West Virginia; PhD, Cornell
- Wayne King (1993) *Lecturer in Journalism*
BA, UNC-Chapel Hill (Department of English)
- Charles J. Kinlaw (1986-1995, 1996) *Instructor in Philosophy*
BA, Wake Forest; MDiv, Southern Baptist Theo. Seminary
- Ellen E. Kirkman (1975) *Professor of Mathematics*
BA, Wooster; MA, MS, PhD, Michigan State
- Scott W. Klein (1991) *Associate Professor of English*
AB, Harvard; BA, MA, Cambridge; MA, MPhil., PhD, Yale
- Robert Knott (1975) *Professor of Art*
BA, Stanford; MA, Illinois; PhD, Pennsylvania
- Dilip K. Kondepudi (1987) *Professor of Chemistry*
BS, Madras (India); MS, Indian Institute of Technology (Bombay); PhD, Texas
- Kathleen A. Kron (1991) *Associate Professor of Biology*
BS, MS, Michigan State; PhD, Florida
- Philip F. Kuberski (1989) *Associate Professor of English*
BA, MA, PhD, California (Irvine)
- Raymond E. Kuhn (1968) *Wake Forest Professor of Biology*
BS, Carson-Newman; PhD, Tennessee
- James Kuzmanovich (1972) *Professor of Mathematics*
BS, Rose Polytechnic; PhD, Wisconsin
- Abdessadek Lachgar (1991) *Associate Professor of Chemistry*
BS, MS, PhD, University of Nantes (France)
- Hugo C. Lane (1973) *Professor of Biology*
Licenciate of the Biological Sciences, Doctorate of the Biological Sciences, Geneva
- Page H. Laughlin (1987) *Associate Professor of Art*
BA, Virginia; MFA, Rhode Island School of Design
- Michael S. Lawlor (1986) *Associate Professor of Economics*
BA, Texas (Austin); PhD, Iowa State (Leave, Spring 1998)
- Jeffrey K. Lawson (1994) *Visiting Assistant Professor of Mathematics*
BS, Georgia Tech; MS, Colorado; PhD, North Carolina State

- Mark R. Leary (1985)
BA, West Virginia Wesleyan; MA, PhD, Florida
Wake Forest Professor of Psychology
- Wei-chin Lee (1987)
BA, National Taiwan University;
MA, PhD, Oregon
Associate Professor of Politics
- Win-chiat Lee (1983)
BA, Cornell; PhD, Princeton
Associate Professor of Philosophy
- Cheryl B. Leggon (1993)
BA, Columbia; MA, PhD, Chicago
Associate Professor of Sociology
- Bill J. Leonard (1996)
BA, Texas Wesleyan; MDiv., Southwestern
Baptist Theo. Seminary; PhD, Boston University
Adjunct Professor of Religion
- Jeffrey D. Lerner (1994)
BA, MA, PhD, Wisconsin (Madison)
Visiting Assistant Professor of History
- Andrew W. Leslie (1997)
BA, Virginia; PhD, Northwestern
*Adjunct Assistant Professor
of Communication*
- Caroline Levine
BA, Princeton
PhD, University of London, Birkbeck College
*Visiting Assistant Professor
of English*
- David B. Levy (1976)
BM, MA, Eastman; PhD, Rochester
Professor of Music
- Kathryn Levy (1988)
BM, Eastman
Part-time Instructor in Music
- Charles M. Lewis (1968)
BA, Wake Forest; ThM, Harvard; PhD, Vanderbilt
Professor of Philosophy
- David J. Libby (1997)
BA, St. Mary's; MA, Purdue; PhD, Mississippi
Visiting Assistant Professor of History
- John H. Litcher (1973)
BS, Winona State; MA, PhD, Minnesota
Professor of Education
- John T. Llewellyn (1990)
AB, UNC-Chapel Hill; MA, Arkansas;
PhD, Texas
Assistant Professor of Communication
- Patricia A. Lobingier (1995)
BBA, Radford; MAcc, PhD,
Virginia Poly. Inst. & SU
*Assistant Professor of Accounting
(W. Calloway School of Business and Accountancy)*
- Dan S. Locklair (1982)
BM, Mars Hill; SMM, Union
Theo. Seminary; DMA, Eastman
*Professor of Music
and Composer-in-Residence*
- Charles F. Longino Jr. (1991)
BA, Mississippi; MA, Colorado;
PhD, UNC-Chapel Hill
Wake Forest Professor of Sociology

- Allan D. Louden (1985) *Associate Professor of Communication*
BA, Montana State; MA, Montana;
PhD, Southern California
- Robert W. Lovett (1962, 1968) *Professor of English*
BA, Oglethorpe; MAT, PhD, Emory
- Nina Maria Lucas (1996) *Assistant Professor in Dance*
BFA, Ohio State; MFA, California (Los Angeles) (Department of Theater)
- David W. Lyons (1997) *Visiting Assistant Professor of Mathematics*
BS, Davidson; PhD, UNC-Chapel Hill
- Barry G. Maine (1981) *Professor of English*
BA, Virginia; MA, PhD, UNC-Chapel Hill
- Allen Mandelbaum (1989) *W.R. Kenan Jr. Professor of Humanities*
BA, Yeshiva; MA, PhD, Columbia
- Richard A. Manderville (1995) *Assistant Professor of Chemistry*
BS, PhD, Queen's University (Canada)
- William M. Marcum (1996) *Assistant Professor of Business*
BA, Furman; MA, UNC-Greensboro; (W. Calloway School of Business and Accountancy)
PhD, UNC-Chapel Hill
- Milorad R. Margitić (1978) *Professor of Romance Languages*
MA, Leiden (Netherlands); PhD, Wayne State (French, Leave, Fall 1997)
- Anthony P. Marsh (1996) *Assistant Professor of Health and Exercise Science*
BPE, MED, Western Australia;
PhD, Arizona State
- Dale R. Martin (1982) *Price Waterhouse Professor of Accounting*
BS, MS, Illinois State; (W. Calloway School of Business and Accountancy)
DBA, Kentucky
- James A. Martin Jr. (1983) *University Professor*
BA, Wake Forest; MA, Duke; PhD, Columbia (Department of Religion)
- Carolyn L. Mathews (1995) *Visiting Assistant Professor of English*
BS, Radford; MS, Virginia Tech. Inst. & SU;
PhD, UNC-Greensboro
- George E. Matthews Jr. (1979) *Professor of Physics*
BS, PhD, UNC-Chapel Hill
- J. Gaylord May (1961) *Professor of Mathematics*
BS, Wofford; MA, PhD, Virginia
- Jo Whitten May (1972) *Adjunct Professor of Communication*
BS, Virginia; MA, PhD, UNC-Greensboro (Part-time)
- Leah P. McCoy (1990) *Associate Professor of Education*
BS, West Virginia Inst. of Tech.; MA,
Maryland; EdD, Virginia Poly. Inst. & SU

- Gordon E. McCray (1994)
BS, Wake Forest;
MBA, Stetson; PhD, Florida State
Assistant Professor of Business
(W. Calloway School of Business and Accountancy)
- Timothy McGettigan (1996)
BA, California (Santa Barbara);
MA, PhD, Washington State
Visiting Assistant Professor of Sociology
- Thomas W. McGohey (1990)
BA, MA, Michigan State;
MFA, UNC-Greensboro
Instructor in English
- Jill Jordan McMillan (1983)
BA, Baylor; MA, Arkansas; PhD, Texas
Professor of Communication
- Dolly A. McPherson (1974)
BA, Southern; MA, Boston University;
PhD, Iowa
Professor of English
- Jane Mead (1996)
BA, Vassar; MA, Syracuse;
MFA, Iowa
Poet-in-Residence
(Department of English)
- Gordon A. Melson (1991)
BS, PhD, Sheffield (England)
Professor of Chemistry
- Stephen P. Messier (1981)
BS, MS, Rhode Island; PhD, Temple
Professor of Health and Exercise Science
- William K. Meyers (1988)
BA, Washington; MA, PhD, Chicago
Associate Professor of History
- Soledad Miguel-Prendes (1993)
Licenciatura, Oviedo;
MA, PhD, UNC-Chapel Hill
Assistant Professor of Romance Languages
(Spanish)
- Gary D. Miller (1996)
BS, Kansas; MS, Kansas State;
PhD, California (Davis)
*Assistant Professor of Health
and Exercise Science*
- Joseph O. Milner (1969)
BA, Davidson; MA, PhD, UNC-Chapel Hill
Professor of Education
- G. Dianne Mitchell (1983)
BA, Salem; MAEd, Wake Forest; PhD, Duke
Lecturer in Education
(Part-time)
- Ananda Mitra (1994)
B Tech, Indian Inst. of Technology (Kharagpur);
MA, Wake Forest; PhD, Illinois (Urbana)
Assistant Professor of Communication
- John C. Moorhouse (1969)
BA, Wabash; PhD, Northwestern
Archie Carroll Professor of Ethical Leadership
(Department of Economics)
- Patrick E. Moran (1989)
BA, MA, Stanford; MA, National
Taiwan University; PhD, Pennsylvania
Associate Professor of Chinese
(East Asian Languages and Literatures)

- Rebekah L. Morris (1997) *Instructor in Romance Languages*
BA, Wake Forest; MA, Virginia (Spanish)
- Mardene G. Morykwas (1992) *Adjunct Instructor in Communication*
AB, MA, Michigan (Part-time)
- Donald J. Moser (1995) *Professor of Military Science*
BS, U.S. Military Academy; MBA, Long Island
- William M. Moss (1971) *Professor of English*
BA, Davidson; PhD, UNC-Chapel Hill
- Gloria K. Muday (1991) *Associate Professor of Biology*
BS, Virginia Poly. Inst. and SU; PhD, Purdue
- Thomas E. Mullen (1957) *Professor of History*
BA, Rollins; MA, PhD, Emory
- Jeffery S. Mullis (1996) *Assistant Professor of Sociology*
BA, MA, Alabama (Birmingham); PhD, Virginia
- Margaret Mulvey (1986) *Adjunct Associate Professor of Biology*
BA, MS, Connecticut; PhD, Rutgers
- Stephen Murphy (1987) *Associate Professor of Romance Languages*
BA, Canisius; MA, PhD, UNC-Chapel Hill (French; Dijon, Fall 1997)
- Josefine C. Nauckhoff (1994) *Assistant Professor of Philosophy*
BA, Stanford; PhD, Pennsylvania
- Nancy L. Nelson (1994) *Visiting Assistant Professor of Anthropology*
BA, Minnesota; MA, PhD, New Mexico
- Candelas Newton (*see* Candelas S. Gala)
- Kristen H. Nickel (1996) *Instructor in Romance Languages*
BA, MA, California (Berkeley) (Spanish)
- Linda N. Nielsen (1974) *Professor of Education*
BA, MS, EdD, Tennessee
- Jerry W. Noble (1995) *Adjunct Assistant Professor of Psychology*
BA, UNC-Chapel Hill; MS, PhD, Ohio (Part-time)
- Ronald E. Noffle (1967) *Professor of Chemistry*
BS, New Hampshire; PhD, Washington
- James L. Norris III (1989) *Associate Professor of Mathematics*
BS, MS (Science), MS (Statistics),
North Carolina State; PhD, Florida State
- Thomas Ogburn (1995) *Lecturer in Business*
BA, Davidson; MBA, UNC-Chapel Hill (W. Calloway School of Business and Accountancy)
- Marie M. O'Hara (1997) *Visiting Assistant Professor of Psychology*
BA, Clemson; MA, Wichita State;
PhD, Georgia

- Dee Oseroff-Varnell (1992)
BA, MA, PhD, Washington
Adjunct Assistant Professor of Communication
(Part-time)
- Gillian Rose Overing (1979)
BA, Lancaster (England);
MA, PhD, SUNY (Buffalo)
Professor of English
- H. Lee Overton (1995)
BA, Houston; MA, Washington
(Seattle); MA, PhD, Princeton
Visiting Assistant Professor of Philosophy
(Leave, Spring 1998)
- Karen L. Oxendine (1986)
BS, Wayne State; MED,
UNC-Greensboro
Adjunct Instructor in Communication
(Part-time)
- Anthony S. Parent Jr. (1989)
BA, Loyola; MA, PhD, California
(Los Angeles)
Associate Professor of History
- Perry L. Patterson (1986)
BA, Indiana; MA, PhD, Northwestern
Associate Professor of Economics
and Lecturer in Russian
- Darwin R. Payne (1984)
BS, MFA, Southern Illinois
Adjunct Professor of Theater
(Part-time)
- Willie Pearson Jr. (1980)
BA, Wiley; MA, Atlanta;
PhD, Southern Illinois (Carbondale)
Wake Forest Professor of Sociology
- Mary L. B. Pendergraft (1988)
BA, PhD, UNC-Chapel Hill
Associate Professor of Classical Languages
- Philip J. Perricone (1967)
BS, MA, Florida; PhD, Kentucky
Professor of Sociology
- Elizabeth A. Petrino (1991)
BA, SUNY (Buffalo); MA, PhD, Cornell
Assistant Professor of English
- Mark V. Pezzo (1995)
BS, SUNY (Fredonia); MS, PhD, Ohio
Visiting Assistant Professor of Psychology
- David P. Phillips (1994)
BA, Cornell; M.Arch., Washington;
MA, PhD, Pennsylvania
Assistant Professor of Japanese
(East Asian Languages and Literatures)
- John R. Pickel (1997)
BFA, Indiana State;
MFA, Cranbrook Academy of Art
Assistant Professor of Art
- Terisio Pignatti (1971)
PhD, Padua
Reynolds Professor of Art History (Venice)
(Department of Art, Part-time)
- Michele L. Pitbladdo (1997)
BS, Pennsylvania State; MS, Wake Forest
Instructor in Health and Exercise Science
- Robert J. Plemmons (1990)
BS, Wake Forest; PhD, Auburn
Reynolds Professor of Mathematics
and Computer Science

- Alton B. Pollard III (1988) *Associate Professor of Religion*
BA, Fisk; MDiv Harvard; PhD, Duke
- James T. Powell (1988) *Associate Professor of Classical Languages*
BA, Emory; M Phil, MA, PhD, Yale
- Jeryl J. Prescott (1994) *Visiting Assistant Professor of English*
BS, Clemson; MA, North Carolina A&T;
PhD, South Florida
- Martin R. Province (1982) *Assistant Director of Instrumental Ensembles*
BA, Wake Forest; MM, Colorado
(Department of Music)
- Jerry Pubantz (1992) *Visiting Professor of Politics*
BSFS, Georgetown (School of
Foreign Service); MA, PhD, Duke
(Part-time)
- Jenny Puckett (1995) *Adjunct in Romance Languages*
BA, Wake Forest; MA, Middlebury
(Spanish)
- Salvador Antón Pujol *Instructor in Romance Languages*
BA, Universitat Autònoma de Barcelona (Spain);
MA, South Carolina; ABD, Kansas
(Spanish)
- Sara A. Quandt (1994) *Adjunct Associate Professor of Anthropology*
BA, Lawrence; MA, PhD, Michigan State
- Teresa Radomski (1977) *Associate Professor of Music*
BM, Eastman; MM, Colorado
- Mary Lynn B. Redmond (1989) *Associate Professor of Education*
BA, EdD, UNC-Greensboro;
MEd, UNC-Chapel Hill
- W. Jack Rejeski Jr. (1978) *Wake Forest Professor of Health and Exercise Science;*
BS, Norwich; MA, PhD, Connecticut
Adjunct Professor of Psychology
- Paul M. Ribisl (1973) *Professor of Health and Exercise Science*
BS, Pittsburgh; MA, Kent State; PhD, Illinois
- Steven K. Rice (1995) *Visiting Assistant Professor of Biology*
BS, Yale; PhD, Duke
- Charles L. Richman (1968) *Professor of Psychology*
BA, Virginia; MA, Yeshiva; PhD, Cincinnati
- Patrick L. Rimron (1995) *Assistant Professor of Military Science*
BS, Wake Forest
- Leonard P. Roberge (1974) *Professor of Education*
BA, New Hampshire; MA, Atlanta; EdD, Maine
- Donald P. Robin (1997) *J. Tylee Wilson Professor of Business*
BS, MBA, PhD, Louisiana State
(W. Calloway School of Business and Accountancy)
- Stephen B. Robinson (1991) *Associate Professor of Mathematics*
BA, PhD, California (Santa Cruz)
- Catherine Rodgers (1993) *Instructor in Romance Languages*
BA, Rollins; MA, Middlebury
(Spanish)

- Randall G. Rogan (1990) *Associate Professor of Communication*
BA, St. John Fisher College;
MS, PhD, Michigan State
- Mary M. Roufail (1997) *Visiting Assistant Professor of Psychology*
BA, Salem College;
MA, PhD, UNC-Greensboro
- Susan Z. Rupp (1993) *Assistant Professor of History*
BA, Grinnell; AM, Harvard;
MA, PhD, Stanford (Leave, Spring 1998)
- Nelson Sánchez (1995) *Instructor in Romance Languages*
BA, Amherst; MA, Texas (Spanish)
- Maria Teresa Sanhueza (1996) *Assistant Professor of Romance Languages*
BA, MA, Concepción (Chile);
PhD, Michigan (Ann Arbor) (Spanish; Salamanca, Spring 1998)
- Peter Santago (1989) *Adjunct Assistant Professor of Physics*
BS, Virginia Poly. Inst. and SU;
PhD, North Carolina State
- Claire S. Schen (1997) *Assistant Professor of History*
AB, Brown; PhD, Brandeis
- James A. Schirillo (1996) *Assistant Professor of Psychology*
BA, Franklin & Marshall; PhD, Northeastern
- Marianne A. Schubert (1977) *Adjunct Assistant Professor of Psychology*
BA, Dayton;
MA, PhD, Southern Illinois *and Lecturer in Education*
(Part-time)
- Katie Scott (1985) *Assistant Lecturer in Art History (London)*
BA Hons., London (Department of Art, Part-time)
- N. Dane Scott (1995) *Instructor in Philosophy*
BS, California (Riverside)
MA, Graduate Theological Union (Berkeley)
- Richard D. Sears (1964) *Professor of Politics*
BA, Clark; MA, PhD, Indiana
- Timothy F. Sellner (1970) *Professor of German*
BA, PhD, Michigan; MA, Wayne State
- Catherine E. Seta (1987) *Associate Professor of Psychology*
BA, MA, PhD, UNC-Greensboro
- Dudley Shapere (1984) *Reynolds Professor of Philosophy and*
BA, MA, PhD, Harvard *History of Science*
- Kurt C. Shaw (1987) *Associate Professor of German and Russian*
AB, Missouri; MA, PhD, Kansas
- Howard W. Shields (1958) *Professor of Physics*
BS, UNC-Chapel Hill; MS,
Pennsylvania State; PhD, Duke

- Carol A. Shively (1990) *Adjunct Associate Professor of Psychology*
BA, Hiram; MA, PhD, California (Davis)
- Steven Shoemaker (1997) *Visiting Assistant Professor of English*
BS, Maryland; MA, PhD, Virginia
- Robert N. Shorter (1958) *Professor of English*
BA, Union; MA, PhD, Duke
- Peter M. Siavelis (1996) *Assistant Professor of Politics*
BA, Bradley; MA, PhD, Georgetown
- Gale Sigal (1987) *Zachary T. Smith Associate Professor of English*
BA, City College (New York); MA, Fordham; PhD, CUNY (Graduate Center)
- Wayne L. Silver (1985) *Associate Professor of Biology*
BA, Pennsylvania; PhD, Florida State (Tokai Program, Fall 1997)
- Shona Simpson (1997) *Visiting Assistant Professor of English*
BS, PhD, Duke University
- Michael L. Sinclair (1968) *Professor of History*
BA, Wake Forest; AM, PhD, Stanford
- William W. Sloan Jr. (1994) *Adjunct Assistant Professor of Psychology*
BA, Davidson; MA, Wake Forest; PhD, Miami (Ohio) (Part-time)
- Earl Smith (1996) *Rubin Professor of American Ethnic Studies and Professor of Sociology*
BA, SUNY (Stony Brook); MA, PhD, Connecticut
- J. Howell Smith (1965) *Professor of History*
BA, Baylor; MA, Tulane; PhD, Wisconsin (Leave, 1997-98)
- Kathy B. Smith (1981) *Professor of Politics*
BA, Baldwin-Wallace; MA, PhD, Purdue
- Margaret Supplee Smith (1979) *Professor of Art*
BS, Missouri; MA, Case Western Reserve; PhD, Brown
- Teresa R. Smith (1993) *Visiting Instructor in Sociology*
BS, MA, Florida
- Cecilia H. Solano (1977) *Associate Professor of Psychology*
BA, Harvard; MA, PhD, Johns Hopkins
- Rosanne Spolski (1993) *Assistant Professor of Biology*
BA, Bryn Mawr; PhD, Brandeis
- Ronda C. Stavisky (1996) *Adjunct Assistant Professor of Anthropology*
BA, MA, PhD, Emory
- Lisa Sternlieb (1997) *Assistant Professor of English*
BA, Vassar College; MA, New York University; PhD, Princeton

- Loraine Moses Stewart (1991) *Assistant Professor of Education*
BA, MA, North Carolina Central;
EdD, UNC-Greensboro
- Yvonne H. Stewart (1997) *Coopers & Lybrand Faculty Fellow and
Assistant Professor of Accountancy*
BS, MBA, UNC-Charlotte;
PhD, Tennessee (W. Calloway School of Business and Accountancy)
- Eric R. Stone (1994) *Assistant Professor of Psychology*
BA, Delaware; MA, PhD, Michigan
- David H. Stroupe (1990) *Instructor in Health and Exercise Science*
BS, Wake Forest; MA, UNC-Chapel Hill
- Anna-Vera Sullam (1972) *Instructor in Romance Languages*
BA, Padua (Italian; Part-time, Venice)
- Christine E. Swain (1996) *Instructor in Romance Languages*
BA, Middlebury; MA, Cornell (Spanish)
- Robert L. Swofford (1993) *Professor of Chemistry*
BS, Furman; PhD, California (Berkeley)
- Brian Tague (1995) *Assistant Professor of Biology*
ScB, AB, Brown; PhD, California (San Diego)
- Stefanie H. Tanis (1986) *Lecturer in German*
(Part-time)
- Ian M. Taplin (1985) *Associate Professor of Sociology*
The College of Architecture, Oxford (England);
BA, York (England); MPhil, Leicester
(England); PhD, Brown
- Kendall B. Tarte (1996) *Visiting Assistant Professor in Romance Languages*
BA, MA, Virginia (French)
- Donald H. Taylor (1997) *Visiting Professor of Accountancy*
BS, Louisiana Tech; (W. Calloway School of Business and Accountancy)
MBA, PhD, Louisiana State
- Elizabeth H. Taylor (1992) *Assistant Professor of Education and
Adjunct Assistant Professor of Psychology*
BA, PhD, UNC-Chapel Hill
- Thomas C. Taylor (1971) *Hylton Professor of Accountancy*
BS, MA, UNC-Chapel Hill; (W. Calloway School of Business and Accountancy)
PhD, Louisiana State
- Harold C. Tedford (1965) *Professor of Theater*
BA, Ouachita; MA, Arkansas;
PhD, Louisiana State
- Stanton K. Tefft (1964) *Professor of Anthropology*
BA, Michigan State; MS, Wisconsin;
PhD, Minnesota

- Claudia Newel Thomas (1986) *Associate Professor of English*
BA, College of Notre Dame of Maryland;
MA, Virginia; PhD, Brandeis
- Rebecca Thomas (1993) *Assistant Professor of German*
BA, MA, California (Los Angeles); PhD, Ohio State
- Stan J. Thomas (1983) *Associate Professor of Computer Science*
BS, Davidson; PhD, Vanderbilt
- Vanda D. Thomas (1997) *Visiting Instructor of Education*
BS, MA, MA, North Carolina A&T
- Harry B. Titus Jr. (1981) *Associate Professor of Art*
BA, Wisconsin (Milwaukee); MFA,
PhD, Princeton
- Todd C. Torgersen (1989) *Dana Faculty Fellow and
Associate Professor of Computer Science
(Leave, 1997-98)*
BS, MS, Syracuse; PhD, Delaware
- Ralph B. Tower (1980) *Professor of Accounting
(W. Calloway School of Business and Accountancy)*
BA, PhD, UNC-Chapel Hill;
MBA, Cornell
- E. Frank Tupper (1997) *Visiting Professor of Religion*
BA, Mississippi College;
MDiv, Southwestern Baptist Theo. Seminary
PhD, Southern Baptist Theo. Seminary
- Robert W. Ulery Jr. (1971) *Professor of Classical Languages*
BA, MA, PhD, Yale
- Patricia Y. Underhill (1997) *Instructor in Computer Science*
BS, Eckerd; MS, Wake Forest
- Robert L. Utley Jr. (1978) *Associate Professor of Humanities*
BA, Wake Forest; MA, PhD, Duke
- Olga Valbuena (1996) *Assistant Professor of English*
BA, Irvine; MA, PhD, SUNY (Buffalo)
- Peter C. Valenti (1997) *Executive in Residence
(W. Calloway School of Business and Accountancy)*
BS, Penn State;
MBA, Fairleigh Dickinson; PhD, Rutgers
- Alicia Vitti (1996) *Instructor in Romance Languages
(Italian; Part-time, Fall 1997)*
BA, Salem; MA, UNC-Greensboro
- Antonio Carlo Vitti (1986) *Dana Faculty Fellow and
Professor of Romance Languages
(Italian; Venice, Spring 1998)*
BA, MA, Wayne State;
PhD, Michigan
- Kenneth M. Walker (1992) *Adjunct Professor of Military Science*
BS, Chaminade University of Honolulu;
MA, Central Michigan

- Michele S. Ware (1994)
BA, New Orleans; MA, PhD,
UNC-Chapel Hill
Visiting Assistant Professor of English
- Eric K. Watts (1995)
BA, MA, Cincinnati; PhD, Northwestern
Assistant Professor of Communication
- Sarah L. Watts (1987)
BA, Oklahoma College of Liberal Arts;
MA, PhD, Oklahoma
Associate Professor of History
(Leave, 1997-98)
- Mary R. Wayne-Thomas (1980)
BFA, Pennsylvania State; MFA, Ohio State
Assistant Professor of Theater
- David S. Weaver (1977)
BA, MA, Arizona; PhD, New Mexico
Professor of Anthropology
- Peter D. Weigl (1968)
BA, Williams; PhD, Duke
Professor of Biology
- David P. Weinstein (1989)
BA, Colorado College; MA, Connecticut;
PhD, Johns Hopkins
Associate Professor of Politics
- Mark E. Welker (1987)
BS, UNC-Chapel Hill; PhD, Florida State
Professor of Chemistry
- Byron R. Wells (1981)
BA, MA, Georgia; PhD, Columbia
Professor of Romance Languages
(French)
- Helga A. Welsh (1993)
MA, PhD, University of Munich
Associate Professor of Politics
- G. Page West III (1995)
BA, Hamilton; MBA, Dartmouth;
PhD, Colorado (Boulder)
Assistant Professor of Business
(W. Calloway School of Business and Accountancy)
- Larry E. West (1969)
BA, Berea; PhD, Vanderbilt
Professor of German
- Karen Weyler (1996)
BA, Centre College; MA,
PhD, UNC-Chapel Hill
Visiting Assistant Professor of English
- Robert M. Whaples (1991)
BA, Maryland; PhD, Pennsylvania
Associate Professor of Economics
- M. Stanley Whitley (1990)
BA, Wake Forest; MA, PhD, Cornell
Associate Professor of Romance Languages
(Spanish)
- Ulrike Wiethaus (1991)
Colloquium at Kirchliche Hochschule
(Berlin, Germany); MA, PhD, Temple
Associate Professor of Humanities
- Jack E. Wilkerson Jr. (1989)
BS, Bob Jones University;
PhD, Texas
Professor of Accounting
(W. Calloway School of Business and Accountancy)

- Kyoko T. Wilkerson (1996)
BA, Tezakayama Gakuin University
(Osaka, Japan); MA, PhD, Georgetown
- Alan J. Williams (1974)
BA, Stanford; PhD, Yale
- George P. Williams Jr. (1958)
BS, Richmond; MS, PhD, UNC-Chapel Hill
- Richard T. Williams (1985)
BS, Wake Forest; MA, PhD, Princeton
- David C. Wilson (1984, 1987)
BS, Wake Forest; MAT, Emory
- Edwin G. Wilson (1946, 1951)
BA, Wake Forest; AM, PhD, Harvard
- Donald H. Wolfe (1968)
BS, MS, Southern Illinois; PhD, Cornell
- Frank B. Wood (1971)
BA, MA, Wake Forest; MDiv, South-
eastern Baptist Theo. Seminary; PhD, Duke
- John H. Wood (1985)
BS, Ohio; MA, Michigan State; PhD, Purdue
- J. Ned Woodall (1969)
BA, MA, Texas; PhD, Southern Methodist
- Andrew J. Yates (1993)
BS, Washington; MS, PhD, Stanford
- Suzanne Young (1997)
BA, Wofford College;
MA, PhD, University of Virginia
- Clifford W. Zeyl (1997)
BSc, University of Guelph;
MSc, PhD, McGill University
- Richard L. Zuber (1962)
BS, Appalachian; MA, Emory; PhD, Duke
- Margaret D. Zulick (1991)
BM, Westminster Choir College;
MA, Earlham School of Religion;
MTS, Garrett-Evangelical Theo. Seminary;
PhD, Northwestern
- Visiting Assistant Professor of
East Asian Languages and Literatures*
- Professor of History*
- Professor of Physics*
- Reynolds Professor of Physics*
- Instructor in Mathematics
(Part-time)*
- Professor of English*
- Professor of Theater*
- Adjunct Professor of Psychology
(Part-time)*
- Reynolds Professor of Economics
(Leave 1997-98)*
- Professor of Anthropology*
- Assistant Professor of Economics
(Leave, Fall 1997)*
- Visiting Assistant Professor
of English*
- Assistant Professor of Biology*
- Professor of History*
- Associate Professor of Communication*

E M E R I T I

Dates following names indicate period of service.

- | | |
|---|---|
| Charles M. Allen (1941-1989)
BS, MS, Wake Forest; PhD, Duke | <i>Professor Emeritus of Biology</i> |
| Ralph D. Amen (1962-1993)
BA, MA, Northern Colorado;
MBS, PhD, Colorado | <i>Professor Emeritus of Biology</i> |
| John William Angell (1955-1990)
BA, Wake Forest; STM, Andover Newton;
ThM, PhD, Southern Baptist Theo. Seminary | <i>Easley Professor Emeritus of Religion</i> |
| Richard C. Barnett (1961-1994)
BA, Wake Forest; MEd, PhD, UNC-Chapel Hill | <i>Professor Emeritus of History</i> |
| Harold M. Barrow (1948-1977)
BA, Westminster; MA, Missouri; PED, Indiana | <i>Professor Emeritus of Physical Education</i> |
| Merrill G. Berthrong (1964-1989)
BA, Tufts; MA, Fletcher; PhD, Pennsylvania | <i>Director Emeritus of Libraries</i> |
| Russell H. Brantley Jr. (1953-1987)
BA, Wake Forest | <i>Director Emeritus of Communication</i> |
| Germaine Brée (1973-1985)
Licence, EES, Agregation, Paris; LittD, Smith,
Mount Holyoke, Alleghany, Duke, Oberlin,
Dickinson, Rutgers, Wake Forest, Brown,
Wisconsin (Milwaukee), New York, Massachusetts,
Kalamazoo, Washington (St. Louis), University of the
South, Boston, Wisconsin (Madison); LHD, Wilson,
Colby, Michigan, Davis and Elkins; LLD, Middlebury | <i>Kenan Professor Emerita of Humanities</i> |
| Robert W. Brehme (1959-1995)
BS, Roanoke; MS, PhD, UNC-Chapel Hill | <i>Professor Emeritus of Physics</i> |
| George McLeod Bryan (1956-1987)
BA, MA, Wake Forest; BD, PhD, Yale | <i>Professor Emeritus of Religion</i> |
| Shasta M. Bryant (1966-1987)
BA, MA, PhD, UNC-Chapel Hill | <i>Professor Emeritus of Romance Languages</i> |
| Julian C. Burroughs Jr. (1958-1994)
BA, Wake Forest; MA, PhD, Michigan | <i>Professor Emeritus of Speech Communication</i> |
| Ruth F. Campbell (1962-1974)
BA, UNC-Greensboro;
MA, UNC-Chapel Hill; PhD, Duke | <i>Professor Emerita of Spanish</i> |
| Robert L. Carlson (1969-1987)
BS, Massachusetts Institute of Technology;
MBA, PhD, Stanford | <i>Professor Emeritus of Management</i> |

- John A. Carter Jr. (1961-1997)
BA, Virginia; MA, PhD, Princeton
Professor Emeritus of English
- Dorothy Casey (1949-1988)
BS, UNC-Greensboro;
MA, UNC-Chapel Hill
*Associate Professor Emerita of
Health and Sport Science*
- David W. Catron (1963-1994)
BA, Furman; PhD, George Peabody
Professor Emeritus of Psychology
- Leon P. Cook Jr. (1957-1993)
BS, Virginia Poly. Inst. & Su;
MS, Tennessee
*Associate Professor Emeritus of Accounting
(School of Business and Accountancy)*
- Cyclone Covey (1968-1988)
BA, PhD, Stanford
Professor Emeritus of History
- Marjorie Crisp (1947-1977)
BS, Appalachian; MA, George Peabody
*Associate Professor Emerita
of Physical Education*
- Hugh William Divine (1954-1979)
BS, Georgia; MA, Louisiana State;
JD, Emory; LLM, SJD, Michigan
Professor Emeritus of Law
- Robert Allen Dyer (1956-1983)
BA, Louisiana State;
ThM, PhD, Southern Baptist Theo. Seminary
Professor Emeritus of Religion
- Thomas M. Elmore (1962-1996)
BA, Wake Forest;
MA, George Peabody; PhD, Ohio State
Professor Emeritus of Education
- Philippe R. Falkenberg (1969-1997)
BA, Queens (Ontario); PhD, Duke
Professor Emeritus of Psychology
- Walter S. Flory (1963-1980)
BA, Bridgewater; MA, PhD, Virginia;
ScD, Bridgewater
Babcock Professor Emeritus of Biology
- Doyle R. Fosso (1964-1995)
AB, PhD, Harvard; MA, Michigan
Professor Emeritus of English
- Ralph S. Fraser (1962-1988)
BA, Boston University; MA, Syracuse;
PhD, Illinois
Professor Emeritus of German
- Caroline Sandlin Fullerton (1969-1990)
BA, Rollins; MFA, Texas Christian
*Lecturer Emerita in SCTA
(Theater Arts)*
- Ivey C. Gentry (1949-1989)
BS, Wake Forest; BS, New York;
MA, PhD, Duke
Professor Emeritus of Mathematics
- Christopher Giles (1951-1988)
BS, Florida Southern; MA, George Peabody
Associate Professor Emeritus of Music

- Balkrishna G. Gokhale (1960-1990)
BA, MA, PhD, Bombay
Professor Emeritus of History and Asian Studies
- Thomas F. Gossett (1967-1987)
BA, MA, Southern Methodist; PhD, Minnesota
Professor Emeritus of English
- Paul M. Gross Jr. (1959-1987)
BS, Duke; PhD, Brown
Professor Emeritus of Chemistry
- William H. Gulley (1966-1987)
BA, MA, PhD, UNC-Chapel Hill
Professor Emeritus of Sociology
- Emmett Willard Hamrick (1952-1988)
BA, UNC-Chapel Hill; PhD, Duke
Albritton Professor Emeritus of Religion
- Phillip J. Hamrick Jr. (1956-1995)
BS, Morris Harvey; PhD, Duke
Professor Emeritus of Chemistry
- Carl V. Harris (1956-1989)
BA, Wake Forest; BD, STM, Yale; PhD, Duke
Professor Emeritus of Classical Languages
- Lucille S. Harris (1957-1991)
BA, BM, Meredith
Instructor Emerita in Music
- David A. Hills (1960-1996)
BA, Kansas; MA, PhD, Iowa
Professor Emeritus of Psychology
- William L. Hottinger (1970-1996)
BS, Slippery Rock; MS, PhD, Illinois
Professor Emeritus of Health and Exercise Science
- Delmer P. Hylton (1949-1991)
BS, MBA, Indiana
Professor Emeritus of Accounting (School of Business and Accountancy)
- Alonzo W. Kenion (1956-1983)
BA, MA, PhD, Duke
Professor Emeritus of English
- Harry L. King Jr. (1960-1981)
BA, Richmond; MA, PhD, UNC-Chapel Hill
Professor Emeritus of Romance Languages
- Lula M. Leake (1964-1997)
BS, Louisiana State; MRE, Southern Baptist Theological Seminary
Associate Vice President Emerita for Academic Affairs
- Harry B. Miller (1947-1983)
BS, PhD, UNC-Chapel Hill
Professor Emeritus of Chemistry
- Carlton T. Mitchell (1961-1991)
BA, Wake Forest; BD, Yale; STM, Union Theo. Seminary; PhD, New York
Professor Emeritus of Religion
- Carl C. Moses (1964-1991)
AB, William and Mary; MA, PhD, UNC-Chapel Hill
Professor Emeritus of Politics
- John W. Nowell (1945-1987)
BS, Wake Forest; PhD, UNC-Chapel Hill
Professor Emeritus of Chemistry

- James C. O'Flaherty (1947-1984) *Professor Emeritus of German*
BA, Georgetown; MA, Kentucky; PhD, Chicago
- A. Thomas Olive (1961-1988) *Associate Professor Emeritus of Biology*
BS, Wake Forest; MS, PhD,
North Carolina State
- F. Jeanne Owen (1956-1991) *Professor Emerita of Business Law*
BS, UNC-Greensboro;
MCS, Indiana; JD, UNC-Chapel Hill
(School of Business and Accountancy)
- John E. Parker Jr. (1950-1987) *Professor Emeritus of Education*
BA, Wake Forest; MA, PhD, Syracuse
and Romance Languages
- Clarence H. Patrick (1946-1978) *Professor Emeritus of Sociology*
BA, Wake Forest; BD, Andover Newton;
PhD, Duke
- Percival Perry (1939, 1947-1987) *Professor Emeritus of History*
BA, Wake Forest; MA, Rutgers; PhD, Duke
- Elizabeth Phillips (1957-1989) *Professor Emerita of English*
BA, UNC-Greensboro; MA, Iowa;
PhD, Pennsylvania
- Lee Harris Potter (1965-1989) *Professor Emeritus of English*
BA, MA, PhD, UNC-Chapel Hill
- Herman J. Preseren (1953-1983) *Professor Emeritus of Education*
BS, California State (Pennsylvania);
MA, Columbia; PhD, UNC-Chapel Hill
- Gregory D. Pritchard (1968-1994) *Professor Emeritus of Philosophy*
BA, Oklahoma Baptist; BD, Southern
Baptist Theo. Seminary; PhD, Columbia
- Beulah L. Raynor (1946-1979) *Associate Professor Emerita of English*
BA, East Carolina; MA, Wake Forest
- J. Don Reeves (1967-1994) *Professor Emeritus of Education*
BA, Mercer; BD, ThM, Southern Baptist
Theo. Seminary; EdD, Columbia
- C. H. Richards Jr. (1952-1985) *Professor Emeritus of Politics*
BA, Texas Christian; MA, PhD, Duke
- Mary Frances Robinson (1952-1989) *Professor Emerita of Romance Languages*
BA, Wilson; MA, PhD, Syracuse
- Paul S. Robinson (1952-1977) *Professor Emeritus of Music*
BA, Westminster; BM, Curtis;
MSM, DSM, Union Seminary
- Eva M. Rodtwitt (1966-1997) *Lecturer Emerita in Romance Languages*
Cand Philol, Oslo (Norway)
- Wilmer D. Sanders (1954-1957, 1964-1992) *Professor Emeritus of German*
BA, Muhlenberg; MA, PhD, Indiana

- John W. Sawyer (1956-1988)
BA, MA, Wake Forest; MA, PhD, Missouri
*Professor Emeritus of Mathematics
and Computer Science*
- John D. Scarlett (1955-1994; 1979-1989)
BA, Catawba; LLB, Harvard
*Professor Emeritus of Law and
Dean Emeritus of the School of Law*
- Ben M. Seelbinder (1959-1988)
BA, Mississippi Delta State;
MA, PhD, UNC-Chapel Hill
Professor Emeritus of Mathematics
- Bynum G. Shaw (1965-1993)
BA, Wake Forest
*Professor Emeritus of Journalism
(Department of English)*
- Richard L. Shoemaker (1950-1982)
BA, Colgate; MA, Syracuse;
PhD, Virginia
Professor Emeritus of Romance Languages
- David L. Smiley (1950-1991)
BA, MA, Baylor; PhD, Wisconsin
Professor Emeritus of History
- Blanche C. Speer (1972-1984)
BA, Howard Payne; MA, PhD, Colorado
Associate Professor Emerita of Linguistics
- Henry Smith Stroupe (1937-1984)
BS, MA, Wake Forest; PhD, Duke
Professor Emeritus of History
- Anne S. Tillett (1956-1986)
BA, Carson-Newman; MA, Vanderbilt;
PhD, Northwestern
Professor Emerita of Romance Languages
- George W. Trautwein (1983-1996)
BMus, Oberlin; MMus, Cleveland
Institute; MusD, Indiana
*Director Emeritus of Instrumental Ensembles
(Department of Music)*
- J. Van Wagstaff (1964-1992)
BA, Randolph-Macon; MBA, Rutgers;
PhD, Virginia
Professor Emeritus of Economics
- John E. Williams (1959-1996)
BA, Richmond; MA, PhD, Iowa
Wake Forest Professor Emeritus of Psychology
- Raymond L. Wyatt (1956-1992)
BS, Wake Forest; MA, PhD, UNC-Chapel Hill
Professor Emeritus of Biology
- W. Buck Yearns Jr. (1945-1988)
BA, Duke; MA, Georgia; PhD, UNC-Chapel Hill
Professor Emeritus of History

THE COMMITTEES OF THE FACULTY

The committees listed represent those in effect during the academic year 1996-1997. Each committee selects its own chair except where the chair is designated.

Executive Committees

The Committee on Academic Affairs

Non-voting. Dean of student services, associate deans of the College, and one undergraduate student. *Voting.* Dean of the College; 2000 Dan Hammond, Dilip Kondepudi; 1999 Mary Jane Berman, Mark R. Leary; 1998 Gillian R. Overing, Kathy B. Smith; and one undergraduate student.

The Committee on Admissions

Non-voting. Director of admissions and financial aid, two members from the administrative staff of the Office of the Dean of the College, and one undergraduate student. *Voting.* Dean of the College; 2000 Leah McCoy, Dolly McPherson; 1999 Michael L. Hughes, William C. Kerr; 1998 Fredric T. Howard, Jill J. McMillan; and one undergraduate student.

The Committee on Scholarships and Student Aid

Non-voting. One undergraduate student. *Voting.* Dean of the College, director of admissions and financial aid, two members from the administrative staff of the Office of the Dean of the College; 2000 David John, Loraine Stewart; 1999 Simeon Ilesanmi, Susan Z. Rupp; 1998 Jane W. Albrecht, Larry E. West; and one undergraduate student.

The Committee on Curriculum

Voting. Provost, dean of the College, dean of the Wayne Calloway School of Business and Accountancy, registrar, and the chairs of each department of the College as follows:
Division I. Classical Languages, English, German and Russian, Romance Languages.
Division II. Biology, Chemistry, Health and Exercise Science, Mathematics and Computer Science, Physics. *Division III.* Education, History, Military Science, Philosophy, Religion.
Division IV. Anthropology, Communication, Economics, Politics, Psychology, Sociology.
Division V. Art, Music, Theater. (The Wayne Calloway School of Business and Accountancy is included in Division IV.)

Advisory Committees

The Committee on Academic Planning

Non-voting. Provost, dean of the Wayne Calloway School of Business and Accountancy, and one undergraduate student. *Voting.* Dean of the College, director of the Z. Smith Reynolds Library, one undergraduate student, and 2001 Richard Sears, Charles Kimball; 2000 Stewart Carter; 1999 Willie Pearson Jr.; 1998 Natalie A.W. Holzwarth, Kurt Shaw.

The Committee on Athletics

Non-voting. Director of athletics. *Voting.* Vice president for investments and treasurer, dean of the College, faculty representative to the Atlantic Coast Conference; and 2001 William K. Meyers, Phillip J. Perricone; 2000 Donald E. Frey, Robert J. Plemmons; 1999 Charles L. Richman, Margaret S. Smith; 1998 Anne Boyle, Alan J. Williams; 1997 Robert C. Beck, Susan H. Borwick.

The Committee on Institutional Planning

Non-voting. Provost, vice president for investments and treasurer, vice president for finance and administration, and one undergraduate student. *Voting.* Dean of the College, dean of the Wayne Calloway School of Business and Accountancy, one undergraduate student; and 2000 Andrew J. Ettin, Robert L. Swofford; 1999 S. Douglas Beets, John R. Earle, Robert H. Evans; 1998 Phillip J. Hamrick Jr., Judy K. Kem, David Weinstein.

The Committee on Nominations

Voting. 2000 Susan Borwick, Paul Ribisl; 1999 Ellen E. Kirkman, Barry G. Maine; 1998 John S. Dunkelberg, Jack D. Fleer, Ronald E. Nofle.

The Committee on Library Planning

Non-voting. Provost, dean of the Graduate School, one faculty representative from the Committee on Academic Planning, one undergraduate student, and one graduate student. *Voting.* One faculty representative from each academic department of the College, dean of the College, one faculty representative from the Wayne Calloway School of Business and Accountancy, the director of the Z. Smith Reynolds Library, one undergraduate student, and one graduate student.

The Committee on Information Technology

Non-voting. Provost, dean of the Graduate School, vice president for student life and instructional resources, vice president for finance and administration. *Voting.* Dean of the College, dean of the Wayne Calloway School of Business and Accountancy, the director of the Z. Smith Reynolds Library, the director of Information Systems; one undergraduate student; and 2000 Allin Cottrell, Harry Titus; 1999 Robert H. Evans, Patrick E. Moran; 1998 Umit Akinc, Wayne L. Silver.

The Committee on First-Year Seminars
Non-voting. Dean of freshmen. *Voting.* Dean of the College, and 2000 Paul Anderson, Ed Easley; 1999 Wei-chin Lee, Margaret S. Smith; 1998 Anne Boyle, Sarah L. Watts.

Special Committees

The Committee on Publications
Voting. Dean of the College, vice president for investments and treasurer, university editor, three faculty advisers of *Old Gold and Black*, *The Student*, and the *Howler*; and 2000 Gale Sigal; 1999 Andrew J. Etting; 1998 Philip F. Kuberski.

The Committee for Teacher Education
Voting. Dean of the College, dean of the Graduate School, chair of the Department of Education; and 1999 Jennifer Burg, Antonio C. Vitti, Andrew J. Yates; 1998 Carole L. Browne, Kenneth G. Hoglund.

The Committee on Honors
Non-voting. One student from the College. *Voting.* Dean of the College, the coordinator of the Honors Program, one student from the College, and 2001 Margaret Smith; 2000 Bashir El-Beshti, Ralph C. Kennedy; 1999 Ronald V. Dimock Jr.; 1998 Charles H. Kennedy.

The Committee of Lower Division Advisers
 Dean of the College, chair of the lower division advisers, and members of the faculty who are appointed as advisers to the Lower Division.

The Committee on Orientation
 Dean of the College, chair of the lower division advisers, who shall serve as chair, dean of freshmen, dean of student services, a designated member of the administrative staff, president of the Student Government or a representative, and other persons from the administration and student body whom the chair shall invite to serve.

The Committee on Records and Information
Non-voting. Registrar. *Voting.* Dean of the College, archivist, who shall be secretary, vice-chair of the faculty, secretary of the faculty, and 2000 David John; 1999 Margaret D. Zulick; 1998 Leonard P. Roberge.

The Committee on Open Curriculum
 Dean of the College, 2001 Robert Knott; 2000 Gloria K. Muday; 1999 Scott W. Klein, Helga A. Welsh; 1998 Susan Z. Rupp.

The Committee for the AROTC

Voting. Dean of the College, AROTC coordinator, professor of military science; and 2000 Kenneth Bechtel; 1999 Randall G. Rogan; 1998 Sheri Bridges.

Joint Faculty/Administration Committees

The Joint Admissions Committee

Dean of the College, director of admissions and financial aid, provost, and three faculty members of the Committee on Admissions.

The Judicial Council

Administration. 2001 Kenneth A. Zick; 2000 William S. Hamilton, Paul N. Orser.
Faculty. 2002 Loraine Stewart; 2001 James F. Curran; 2000 Douglas Beets, Dan Hammond; 1999 Robert W. Lovett; 1998 Katy Harriger, Mary Friedman; and three students from the College.

The Committee on Student Life

Dean of the College or his designate, dean of student services, a designated member of the administration; 2000 Teresa Radomski; 1999 Peter D. Weigl; 1998 Deborah L. Best; and three undergraduate students.

Other Faculty Assignments

Advisers to the Honor Council

1999 (Mary R. Knott), James L. Norris III, Allin F. Cottrell, Sarah L. Watts; 1998 Jane W. Albrecht, Charles M. Lewis.

Advisers to the Student Judicial Board

2000 James Powell, David Wilson; 1999 Richard L. Zuber, Robert L. Utley; 1998 Constance L. Dickey.

Faculty Marshals

John V. Baxley, Richard D. Carmichael, Catherine T. Harris, John H. Litcher.

University Senate

President, provost, treasurer, the deans of the several schools, the associate dean of the Wake Forest School of Medicine, the director of the Z. Smith Reynolds Library, the secretary of the University, and, with the consent of the Senate, any person holding the position of vice president of the University or equivalent rank, and the following:

Representatives of the College: 2001 Carole Brown, Catherine Harris; 2000 Michael D. Hazen, John C. Moorhouse, Mary L.B. Pendergraft; 1999 Herman E. Eure, James S. Hans, Sarah L. Watts; 1998 Roger A. Hegstrom, Page H. Laughlin, Alton B. Pollard III.

Representatives of the Wayne Calloway School of Business and Accountancy: 2000 S. Douglas Beets; 1999 Ralph B. Tower; 1998 Stephen Ewing.

Representatives of the Graduate School: 2000 Linda McPhail; 1999 Jon C. Lewis; Cecila H. Solano.

Representatives of the School of Law: 2001 TBA; 2000 Miles Foy; 1998 George Walker.

Representatives of the Babcock Graduate School of Management: 2000 Jack Meredith; 1999, Fredrick H. Harris, Bruce Resnick.

Representatives of the Wake Forest School of Medicine: 2001 Louis S. Kucera; 2000 David Harrington; 1999 David L. Bowton, Bayard L. Powell, James Rose; 1998 Judy Brunso-Bechtold.

Institutional Review Board

Director of research and sponsored programs, Christy Buchanan, Leah McCoy, Randall Rogan, Earl Smith, Jack Rejeski, Cecil D. Price, Dale Dagenbach, Catherine Harris, Daniel Frankel, Robert P. Vance.

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